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ABSTRACT

Information about innovative projects in education in Bahrain is presented in a series of program descriptions collected for the INNODATA Databank of the International Bureau of Education (Geneva), a program of the United Nations Educational, Scientific, and Cultural Organization. The 36 programs are grouped into the following categories: (1) educational policies; (2) special education; (3) school systems; (4) school administration; (5) school libraries; (6) teacher centers; (7) adult education programs; (8) curriculum development; (9) teaching methods; (10) testing and examinations; (11) teacher education; and (12) laboratories. For each program, information is provided in a format compatible with the database. Contact names and addresses, information on students affected, and program descriptions are presented with other program identifying information. The greatest number of innovative programs are in the area of curriculum development. These focus on Arabic language teaching, mathematics, social studies, health education, physical education, technical education, and the use of educational technology. In the area of testing and examinations, projects deal with the development of an automated examination system for general secondary education and student evaluation systems in basic and secondary schools. Each project description, averaging five pages in length includes: project title; list of cooperating countries; areas of innovation (e.g., curriculum, content); responsible agency and address; contact name and address; funding source and amount; staffing; starting date; target group; information on learning; activities; background, objectives, and description of the project; evaluation; risk factors; bibliography; and a list of project publications. (SLD)

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EDUCATIONAL INNOVATIONS IN BAHRAIN

Data Collected By
Working Group For Educational Innovations project

Supervised and Edited By
Faiqa Saeed AlSaleh
Senior Information Specialist
(Working Group Chairman)

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Bahrain
1995

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Data were prepared upon request by
UNESCO - International Bureau of Education (Geneva)
For INNODATA Databank

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EDUCATIONAL INNOVATIONS
IN BAHRAIN

EDUCATIONAL POLICIES

EDUCATIONAL INNOVATIONS IN BAHRAIN

The Coordination between Education, Training and Employment

Project title/field [30] : **The Coordination between Education, Training and Employment**

Co-operating Countries [19] : Non

Area(s) of innovation [33] : Educational policies

Responsible body(ies) [05] : Secondary Education Development Committee - Ministry of Education

Responsible body's address [06] : P.O.Box 43, Manama -Bahrain

Contact name/address [12] :

- Chief of Technical Secondary Education
  (working group coordinator of industrial sector)
  Directorate of Intermediate and Secondary Education, Ministry of Education,
  P.O.Box 43, Manama -Bahrain
  Tel 680096 Fax 680155

- Chief of Commercial Secondary Education
  (working group coordinator of commercial sector)
  Directorate of Intermediate and Secondary Education, Ministry of Education,
  P.O.Box 43, Manama -Bahrain
  Tel 680096 Fax 680158

- Chief of General Secondary Education
  (working group coordinator of services sector)
  Directorate of Intermediate and Secondary Education, Ministry of Education,
  P.O.Box 43, Manama -Bahrain
  Tel 680097 Fax 680153

Co-operating body(ies) [55] : Ministry of Labour and Social Affairs ; Ministry of Industry ; University of Bahrain ; Bahrain Chamber of Commerce and Industry ; Bahrain Centre for Studies and Research ; and a group of private establishments and companies in Bahrain .

Funding (amount) [36] : No specific figures

Funding (source) [35] : National budget for education

Staffing [11] : Working group coordinators (3); specialists (42)

Starting date [9] : 1993 .

Completion date [32] : Ongoing

Target group (s) [48] : Commercial secondary school students; technical secondary school students; commercial secondary school teachers; technical secondary school teachers .

Information on learners [47] : 6390 commercial and technical secondary school students (1583 boys and 1611 girls) in commercial secondary schools; (3196 boys only in technical secondary schools) .

Activities [95] : The Ministry has a) formed industrial, commercial and services working groups to discuss work strategies and machinaries; b) conducted research to investigate occupations in Bahrain; and c) formed sub-committees to execute working groups' tasks.

Background [52] : In 1992 a symposium on the coordination between education, training and employment had been organized by the Ministry of Education in Bahrain with the cooperation of related ministries, public and private establishments. Thus, this project is an outcome of the symposium's recommendations which revealed the need for coordination and cooperation to develop commercial and tehnical educationa; correlate its outputs with the present and future labour market demands; and to limit the problem seriousness of inharmony with each other that appeared in many negative phenomena.

Objectives [51] : a) To emphasize on the importance of student field training in factories, companies and business enterprises during the study period to learn such

courses more effectively; b) to emphasize on the importance of early vocational guidance in schools, by awaring students with the employment opportunities, requirements and necessary skills for technical jobs and guiding them to explore their abilities and interests; c) to achieve more conformity and correlation between educational plans and programmes and productive work requirements, in which the subject matter be more appropriate to the occupation specifications, and to establish more interaction between educational institutions and productive sectors; d) to achieve more efficiency within the educational institutions, and make education outcome a profitable investment economically, socially and culturally; e) to provide better job requirements to utilize the secondary school graduates by giving them more employment opportunities and more graduate qualifications and interests' conformity; and f) to produce a higher national policy agreement for training .

Description [34] : The three working groups formed by the Ministry of Education on March 1993, were a result of the symposium mentioned above. These working groups comprised of individuals of the highest standing and specialists in various public and private sectors.Each working group shoulders the responsibility of expanding the available labour-market information by conducting systematic and periodical surveys on the labour-market demands of qualitative and quantiative manpower ; encourging the productive and services establishments to utilize their abilities for student and teacher training. Several meetings were held to set up working plans and machinaries. In this regard field surveys were carried out to identify the anticipated secondary school graduates, aimed at determing their quality according to the required levels by the economic estabishments; teacher-student training programmes were established, where a number of both of them are attending practical training in many

establishments to approach the convergency and correlation between what are taught and the practical application as well as to acquire students with work skills and to apply theory into practice ; visits to schools were organized for officials and specialists in various sectors to lecture and make discussion with students ; special school committees were formed by some secondary schools to carry out student training in business enterprises; and exploratory field visits were organized for the students to introduce them to work nature and environment.

Plans for going to scale [43] : The project was implemented in all commercial and technical secondary schools in one year. The implementation is carried out according to the available resources .

Policy commitment/support [46] : Political and executive leaderships-represented by the Ministry of Education, other ministries and public and private establishments- support this project financially and morally .

Publicizing/promotion [54] : The project has been made known to the public and intended audience through local newspapers.

Impact [53] : The reaction of companies and business enterprises towards the cooperation and participation with the working groups and teacher-student training was positive. The project also has been accepted by students in a way of attending the training programmes.

Evaluation [44] : Not done yet .

Weakness / risk factors [45] : Non availability of sufficient financial resources to conduct field studies and research ; lack of full-time personnel to follow-up the working groups' recommendations and suggestions; and the routine procedures concerning the recommendations execution

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Secondary school curriculum ; student training; education and employment ; vocational secondary schools ; vocational training ; transition from school to work ; work experience programmes ; technical education ; labour market ; manpower planning; practical life ; industrial occupations ; Bahrain .

Bibliography [58] :
- Education in Bahrain and its relation to labour market / Hassan AlMehry .- Bahrain : Ministry of Education, 1993 .
- Industrial education in Bahrain between education and training/ Abdul Rahman Mohammad Saleh .- Bahrain : Ministry of Education , 1993 .

Project publications [16] : Ministrial decree no 1/5/1993 dated 10 March 1993 concerning the formation of three working groups to study and implement the results derived from the symposium on the coordination between education, training and employment .

Source(s) [60] : Directorate of Intermediate and Secondary Education ; and Directorate of Curricula - Ministry of Education (written information) .

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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EDUCATIONAL INNOVATIONS
IN BAHRAIN

SPECIAL EDUCATION

EDUCATIONAL INNOVATIONS IN BAHRAIN

Integration of Students with Special Needs into Ordinary Classes

Project title/field [30]	:	**Integration of Students with Special Needs into Ordinary Classes**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Special education
Responsible body(ies) [05]	:	Special Education Section - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Educational Specialist / Special Education Section - Directorate of Student Activities & Services. Ministry of Education P.O.Box 43, Manama - Bahrain Tel 682563 / 685558
Co-operating body(ies) [55]	:	UNESCO Regional Office for Education in the Arab States (Amman - Jordan); Ministry of Labour & Social Affairs - Rehabilitation Centre (Bahrain); Ministry of Health - Psychiatric Hospital (Bahrain); Society of Mother and Child Care - AlAmal Institute (Bahrain) ; AlNoor Institute for Blinds (Bahrain)
Funding (amount) [36]	:	BD 79,380 (US $ 210,000)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Principals (15); teachers (138)
Starting date [9]	:	1992/93
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Slow learners ; primary school students ; primary school teachers
Information on learners [47]	:	750 primary school students (300 girls and 350 boys) in eight primary schools.

Activities [95] : The Ministry of Education has a) formed special education committee in 1986, comprised of related public and private sectors; b) formed several sub-committees for the following: project follow-up; identification of physically handicapped students; the implementation of the Spanish experiment; the evaluation of the special education programmes; information; and field survey for handicapped cases in schools; c) established special education section within the Directorate of Student Activities and Services, responsible for the supervision of the students with special needs, carried out by specialized personnel; d) held teacher training workshops and seminars; e) offerd scholarships to read for diploma or M.Ed. in special education at the Arabian Gulf University in Bahrain; and f) prepared Arabic language and mathematics skill cards with the coordination of the Directorate of Curricula.

Background [52] : In 1986, the Ministry of Education has implemented the remedial classes project in Bahrain schools. Continuing to this effort, the Ministry has applied the integration of students with special needs project to serve more students, provide equal education for all those with special needs, and solve their psychological and academic problems in which effect their career and educational economy.

Objectives [51] : a) To avoid the separation of students with special needs from their environment life, i.e. the ordinary schools and classes; b) To solve students' psychological, behavioural, social and academic problems which prevent their educational development, and develop their study abilities to be able to follow the level of normal students; c) to analyse the curricula for this category of students and be adapted to their abilities; d)to explore and develop students' potential abilities by conducting diagnostic and achievement tests to identify the learning difficulties as well as weakness - strength factors and the proper learning methods for each one; e) to

maintain close social relations among students and teachers that will provide proper environment for study and achievement; f) to give teachers an apportunity to understand and solve students' psychological and social problems with the collaboration of the family; and g) and to develop students' self-confidence in their comprehension ability, and break the psychological barriers between them and their normal peer.

Description [34] : In may 1992, the Special Education Committee has decided to implement the experiment in two primary schools (one for boys and the other for girls) by October 1992. In this regard, the following steps were carried out : 27 teachers (15 male and 12 female) were selected to start teaching in 28 classes. Teacher training workshop was organized, they were provided with information on the experiment applied in different other countries by using training package prepared by the UNESCO; students with special needs were identified in each school by a committee consisted of the school principal, class-teacher, social worker and special education teacher. A diagnostic tests were set for them on reading, writing and mathematics skills to define their special educational needs. They were provided with a special care directed by educationally qualified teacher who can deal with each case, using an individualized instructional plan for each one. The student remains in the special group until he/she master the required skills .

Plans for going to scale [43] : The experiment was expanded gradually in two other schools in 1993/94 (one for boys and the other for girls), and in four other schools in 1994/95 (two for boys and the other two for girls). The number of schools is expected to be increased by 15% of the total primary schools in Bahrain.

Policy commitment/support [46] : The Ministry of Edcuation supports this project by allocating a budget for special education teacher training and provision of all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (press, T.V. and radio) as well as by organizing seminars and workshops for teachers.

Impact [53] : After one year of implementation, the Special Education Committee gained positive outcomes represented in the collaboration and coordination between teachers, school administration, parents and special education committee. Some teachers have shown creativity and some others have succeeded in giving up the previous inactivity by developing their teaching methods. Teachers were convinced of the importance of the experiment when they sensed the students progress ; and teachers were gained the ability of coping with the problems of students with special needs.

Evaluation [44] : An evaluation plan was set up by the Evaluation Sub-committee, included: assesting the students who pass the programme successfuly; and investigating the class-teachers and special education teachers' views.

Weakness / risk factors [45] : The experiment needs teacher's time and effort in the preparation and application ; non availability of sufficient resources for the project; lack of specialists in such related fields as, psychiatrist, social workers, speech specialists and paraprofessional ; and negative reaction from some parents.

Replication from [56] : The Integration Project (Spain); UNESCO Special Education Division.

Replication to [57] : -

Keywords [13] : Learning difficulties; mentally handicapped; special programmes; equal education; Bahrain

Bibliography [58] :

- Curricula and teaching methods in special education: guide to handicapped children education and training / by Jamal Al-Khatib, Mona Al-Hadidi .- Sharjah: Al-Ma'arf Press, 1994 .
- Guiding the family of children with special needs / Jamal Al-Khatib, Mona Al-Hadidi, Abdulaziz Al-Sartawi .- Amman: Dar Hanin, 1992 (in Arabic).
- Learning difficulties with a sample of primary school students in the U.A.E: psyco-educational survey study / Faisal Mohammed Khair AlZrad, **Risalat Ul-Khaleej Al-Arabi** (Riyadh), Vol 11,No.38, 1991, pp 121 - 178.
- Educating individuals with special educational needs. **L'Education Nouvelle** (special issue 54),June / September 1994
- Sub - regional Seminar on Policy and Planning of Education Children with Special Needs: Final Report (Amman 4 - 7 April 1993) / UNESCO Regional Office for Education in the Arab States, 1993.
- Selections from World Conference on Special Need Education. Spain 7 - 10 June 1994 / Unesco and Spain , Ministry of Education, translated by Adel Ali Hassan.
- The integration of children with special needs in Spanish public school.

Project publications [16] :

- Ministerial decree No. 1025/6/86 dated 29/3/1986 concerning the Special Education Committee.
- The Special Education Committee report on remedial classes and the integration project / [Bahrain: Ministry of Education] 1995

Source(s) [60] : Publications above;
Direcotrate of Primary Education; and Special Education Section / Directorate of Students Activities and Services - Minsitry of Education (written information).

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Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

SCHOOL SYSTEMS

EDUCATIONAL INNOVATIONS IN BAHRAIN

Class-teacher System and Associate Class-teacher System

Project title/field [30]	:	**Class-teacher System and Associate Class-teacher System**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum ; methods ; system ; content
Responsible body(ies) [05]	:	Primary Education Development Committee - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Assesstant Under-secretary for Curricula and Trainng (Committee chairman) , Ministry of Education, P.O.Box 43; Manama -Bahrain Tel 680091 Fax 680163
Co-operating body(ies) [55]	:	University of Bahrain
Funding (amount) [36]	:	BD 2,452,000 (US $ 6,486,772)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists (22); teachers (900)
Starting date [9]	:	1983/84
Completion date [32]	:	Ongoing
Target group (s) [48]	:	Primary school students; primary school teachers
Information on learners [47]	:	19925 first cycle primary school students (grades 1 through 3) within the class-teacher system (8772 boys in 303 classes and 11153 girls in 394 classes); and 12962 second cycle primary school students (grades 4 through 6) within the associate class-teacher system (5587 boys in 178 classes and 7357 girls in 241 classes)
Activities [95]	:	The Ministry has a) held a seminar on class-teacher system during 15-20 September 1982, participated by

primary education specialists in Bahrain and abroad as well as school principals and teachers; b) formed a committee for primary education development in November 1982 to set up an overall vision and planning for system's implementation; c) established school buildings according to the standardized specifications d) established teacher training programmes in collaboration with the University of Bahrain; and e) prepared syllabuses, teaching materials and other requirements.

Background [52] : The Ministry of Education in Bahrain had made such efforts in the seventies aimed at developing its educational system and providing education for all to cope with the socio-economic situation in the country. All those efforts were not integrated and did not satisfy the developmental needs. Considering the primary education as a foundation of the educational system, comprises the majority of student population, the Ministry had made another great efforts in the eighties specially for primary education development, aimed at increasing the educational efficiency in the following levels of education. The developmental project was launched by studying the state of affairs, solving its problems and putting the working priorities on order according to the available resources, trying to read its variables and future prospects. Thus, the project came to concentrate on development continuation, comprehensiveness and integration. The project was based on four principles a) the educational system is an integrated one; b) primary education is the basic of educational ladder; c) the overall child personality is the core of the whole educatinal process; and d) the teacher is a basic element in the educational system development process. Class-teacher system was adopted as a gateway to comprehensive primary education development, i.e. trends, structure, content and methods, to be able to provide integrated educational experiences for the child and to achieve the overall development of his character. when the first group of

students of class-teacher system promoted to fourth grade (second cycle) in 1986/87, a similar and continuing trial was implemented in this cycle called "associate class-teacher system". It is a new formula, maintains same class environment and educational climate. Under this system, there are two teachers for each class, both are participating in monitoring child development and achievement.

Objectives [51] : a) To ensure the development of child physically, mentally, socially and emotionally; b) to create an appropriate climate to establish human relationships framework within continuous interaction climate between teachers and students; c) to draw up suitable conditions in order to practice educational activities under teacher's direction and supervision; d) to provide systematic and continuous follow-up for each child, supporting creative students and helping those need individual care, taking into account both child's ability and interest; e) to consider the educational process comprehensively rather than partially; f) to ensure the curriculum integration; g) to recognize that the child is a core of the educational process, thus it serves his/her individuality and develops self-confidence, initiative and creativity; h) to recognize the importance of child's senses and intellectual abilities development through sense stimuli, direct activities and actual practices; and i) to consider teachers as a corner stone in the educational process, they are group leaders, experts in teaching, students activities advisors, human relationships supporters and social value representatives.

Description [34] : Since 1982/83, the Ministry of Education is offering 100 scholarships for students to attend class-teacher programme at the College of Education, University of Bahrain, in order to provide all the primary schools with qualified teachers. In-service teacher training programmes were also established for teachers of higher three grades. The class-teacher system has been launched in 1983/84 in two primary schools

(boys and girls). Since then, the project was expanded gradually to reach 55 percent of boys schools and 84 percent of girls schools by 1994/95. The project of an associate class-teacher system was implemeted as an extension of class-teacher system. It covers 42 percent of boys schools and 63 percent of girls schools. Under the classs-teacher system, all subjecs are taught by one teacher throughout the first three grades. Under the associate class-teacher system, there are two teachers for each class, one for Arabic language, Islamic religion and social studies, the other for mathematics and science, both of them are working as a team in planning, seclecting, implementing and evaluating the educational activities.

Plans for going to scale [43] : The Ministry of Education tends towards the generalizaton of class-teacher system to cover all primary schools by the end of 1990s.

Policy commitment/support [46] : The goverment of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirements such as buildings, teacher training programmes ... etc.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through an intensive informative coverage, includes seminars, training workshops and mass media .

Impact [53] : Teachers and parents have shown positive impression represented by parents' interest in registering their children in schools that adopt class-teacher system

Evaluation [44] : Since the beginning of the project, Primary Education Development Committee was devoted to conduct an annual evaluative research. The evaluation results were utilized in modifying the project elements and tackling problems. The following titles are some of the research carried out on this matter: a) Surveying the opinions of those involved in education on the

class teacher system (1986); b) An evaluative study on the achievement of first three grades students in the primary schools: Arabic language and mathematics syllabuses (1989); c) The evaluation of school buildings and furniture of the class-teacher system in Bader Alkubra and Hafsa primary schools (1986); d) The primary education outputs in Arabic language and mathematics; e) The efficiency of class-teacher system on the achievement of first cycle students in Arabic language skills compared to the traditional system (1993); and f) The evaluation of primary educatin development (1993) .

Weakness / risk factors [45] : a) Unfulfillment of many project requirements such as buildings' specifications, facilities, materials ...etc at the right time due to increasing number of B. ed. graduates compared to the available resources for implementation; b) some university graduates levels are lower than expected specially in Arabic language and / or mathematics and/ or Islamic education; and c) some teachers do not commit themselves to use the methods based on the two basic principles of teaching, namely integration of educational experiences and knowledge, and participation of learners in the educational process.

Replication from [56] : Some of Arab and foreign countries adopting this system.

Replication to [57] : Some Arab Gulf States .

Keywords [13] : Class-teacher system; associate class-teacher system; primary school curriculum; school buildings; teacher education; inservice teacher education; curriculum development; primary schools; textbooks; school systems; Bahrain .

Bibliography [58] :

- Proceedings of the symposium on class-teacher system , Bahrain 15-20 September 1982 .
- Primary school buildings plan in the light of class-teacher system: 1983/84 - 1992/93 .- Bahrain:

Ministry of Education, Directorate of Educational Planning , 1983.

- The Committee report on the specifications of school buildings and the required furniture for the class-teacher schools/ Primary Education Development Committee, Sub-committee of Buildings and Facilities.- Bahrain : Ministry of Education, 1993.
- Class-teacher programme at the University College of Sciences, Arts and Education: an analytical study/ Mahmood AbdulRazaq Shafshaq, Huda Mahmood AlNashif, Mohammad Mahmood Mustafa .- Bahrain: University College of Science, Arts and Education, Education Department, 1984.
- The developmental trends of primary school curriculum in developing countries with reference to Bahrain/ Fayiz Murad Mina .- Bahrian: Ministry of Education, 1986.
- The developmental trends of primary school buildings (class-teacher system).- Bahrain: Ministry of Education, Directorate of Plans and Programming, School Buildings Section, 1986.
- The class-teacher experiment in the primary education developmet project/ Ali Ahmed Bubshait.- Bahrain: Ministry of Education, 1986 (a paper presented to the second educational annual conference: primary school curriculum. Bahrain 8 - 10 April 1986)
- The results of a survey on the opinions of those educationalist concerning the experiment of the class-teacher system / Badria Baqer .- Bahrain: Ministry of Education, Directorate of Curricula, 1986.
- An abstract of the evaluative study concerning the achievement of primary school students (first three grades) / Hala Alsawwah .- Bahrain: Ministry of Education, Directorate Of Curricula, 1986.
- The evaluation of school buildings and furniture of the class-teacher system in Badr Alkubra and Hafsa primary schools / Mariam Rashid Ameen .- Bahrain : Ministry of Education , Directorate of

Planning and Programming, 1986.

- Problems of class-teacher system in its first year towards developing the programme at the University Of Bahrain / Mamdooh Mohammad Suliman, AbdAli Mohammad Hassan .- [Bahrain: University of Bahrain, College of Education, 1987].
- Proceedings of the symposium on class-teacher system within primary education development project, (Bahrain 27-30 March 1989).
- B.Ed. programme (class-teacher system): theory and practice: an analytical field study / B.Ed. Development Committee .- [Bahrain: University of Bahrain] 1989 (a paper presented to the first College of Education academic conference on teacher education development. Bahrain, 16-18 May 1989).
- Strength and weakness of the implementation procedures of the class-teacher system and the available opportunities for its success to face the challenges of the education quality development policy / Hamad Ali AlRumihi.. et al, 1990 (unpublished academic research).
- Proceedings of a seminar on the practice teaching of class-teacher system (Bahrain 20-21 February 1990).
- Educational output of the primary education in Arabic language and mathematics / Nakhla Wahba...et al .- Bahrain: Ministry of Education, Educational Research and Development Centre, 1992.
- The evaluation of primary education development / Adnan AlAmeen .. etc .- Bahrain: Ministry of Education, Educational Research and Development Centre, 1993.

Project publications [16] : - Ministrial decree no 52/68-1/82 dated 13/11/1982 concerning the formation of Primary Education Development Committee.

- Textbooks for all subject-matters were compiled for all classes of primary education .

Source(s) [60] : Publications above;
Directorate of Curricula; Directorate of Training; Directorate of Primary Education; and Directorate of Plans and Programming - Ministry of Education (Written information)

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EDUCATIONAL INNOVATIONS IN BAHRAIN

The Credit Hours System for Secondary Schools

Project title/field [30]	:	**The Credit Hours System for Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods; system; content
Responsible body(ies) [05]	:	Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P. O. Box 43, Manama - Bahrain
Contact name/address [12]	:	Director of Curricula, Ministry of Education P. O. Box 43, Manama - Bahrain Tel 243378 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 1, 147,200 (US $ 3,034,920)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists; educational evaluation specialists, teachers; administrators
Starting date [9]	:	1990/91
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students
Information on learners [47]	:	16054 general and commercial secondary school students in 21 secondary schools (6276 boys in 7 schools and 9778 girls in 14 schools)
Activities [95]	:	The Ministry has a) set up a Sub-committee for the Credit Hours System derived from the Secondary Educational Development Committee, comprised of specialists inside and outside the Ministry; b) organized open meetings among the Ministry's officials, sub-committee' s members, University of Bahrain faculty and those involved in the project to

crystalize some basic ideas about the credit hours system and the Ministry's prospective trends towards its implementation; c) held conferences, symposia and seminars on the system attended by those involved in the implementation; d) set up project implementation strategy and prepared the curricula; e) compiled textbooks and teachers guidebooks; f) held training courses for those involved in the academic guidance and registration; g) held several training workshops for teachers on the system, curricula, teaching-learning strategies, and evaluation and testing methods; h) enhanced learning resources centres in schools and provided the necessary materials and equipments for implementation; i) evaluated the curricula, modified and developed some courses; j) provided schools with manpower such as registrars; and k) prepared various audiovisual aids.

Background [52] : Bahrain has witnesed quantitative and qualitative remarkable development in the eighties concerning the educational system. It has gone to great length to develope secondary education, the most significant development was branching secondary education which has launched in 1980/81. In line with the educational development and innovation, upgrading and improving secondary education efficiency was the most important issue studied by the Secondary Education Development Committee. The Committee together with its Sub-committees studied the experiences of Arab and non - Arab countries that adopted innovative system in secondary education as an alternative to the traditional one - known by scholastic year system - in order to upgrade the internal and external efficiency of education and make it more respondent to the society needs and development requirements. The credit hours system was the core of this study in terms of its concepts philosophy, objectives, development, implementation approaches and weakness-strength factors. Thus, the Committee has submitted a report concerning the idea of implementation this system in Bahrain to the

Supreme Education Committee; so that it approved the system to be implemented in 1988/89, taking into consideration setting up the bases and main features of the system through various committees at all levels.

Objectives [51] : a) To guide the students in a way to be able to opt for the most suitable study plan for themselves that agree with their abilities, readiness and interests; b) to provide variegated and integrated common core courses, and to ensure a minimum of general knowledge together with providing flexibility in moving gradually from common courses to specialized and optional courses directed to study the subject matter in depth; c) to adopt wide specialization principle to some extent in the areas of study in order to ensure more employment opportunites for secondary school graduates; d) to find a kind of harmonization between secondary education outputs and higher education prerequisties; e) to introduce new technological specializations needed by Bahrain economy in its currrent and prospective development phase; f) to enhance training principle in work site together with the participation of professionals and specialists in students training process; g) to upgrade the students' technological efficiency by establishing technical and scientific attitude, scientific thinking methods and interaction with the requirements and changes of this era; h) to give an attention to the academic guidance in order to help the students to draw up their own educational plans and to face and tackle the academic, psychological and social problems; i) to provide flexibility in moving from one track to another; j) to provide flexibility in tests time, so that considered as actual teaching hours; and k) to eliminate the problem of repetition in order to prevent educational wastage.

Description [34] : The credit hours system has characterized by a) it gives the students more freedom of choice to choose courses within specific controls; b) it gives more

flexibility in organizing those courses, forming the students' track of study, monitoring their study programme and modifying the study course according to their performance, speed and conditions; c) it ensures more justice in estimating the course size; and d) it is broad enough to enhance the awareness of cultural and social responsibility and at the same time specific enough to ensure the acquisition of disciplinary skills for competitive higher education and employment. Under the credit hours system, there are five tracks: literary, sciences, commercial and applied studies. The study plan is classified into the following four categories: common core courses; compulsory specialized courses; optional general courses; and optional specialized courses.

Plans for going to scale [43] : The credit hours system was applied in 1990/91 as a trial in two secondary schools, expanded to three others and generalized gradually in all secondary schools by 1994/95.

Policy commitment/support [46] : The government of Bahrain represnted by the Ministry of Education supports this project financially and morally as a part of secondary education development project.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T. V., radio and press) and holding meetings with parents and those involved in the system to be acquainted with the new system. Intermadiate school students were informed by specialized personnel who visited and gave lectures in those schools.

Impact [53] : The project was faced with negative reactions at the beginning shown in the students and parents' fear and caution of the generalization and expansion of the system together with the issue of examinations and university entrance. This matter has reduced gradually specially for those who understood the characteristics of the system.

Evaluation [44] : The project has been evaluated by the Directorate of Curricula. It has been indicated that most of the problems faced by the system were due to the implementatoin weakness, misunderstanding the system and not applying the student evaluation system accurately.

Weakness / risk factors [45] : a) Lack of supports from some school administration and the Ministry's bodies; b) students' bad behaviours have negative effects on the system; c) insufficiency of field follow-up for secondary schoos; d) insufficiency of school personnel trainning; e) weakness of some sufficiencies related to planning; f) inadequacy of educational guidance and counselling in some schools due to the insufficiency of trainning; g) generalizing the system in a time where the equality of opportunities principle for the schools regarding building, facilities, and manpower was not provided; h) some regulations and rules have not changed to agree with the school's conditions and resources; i) some secondary school principals have not applied the students evaluation system accurately; and j) inadequacy of educational information and publicizing regarding this system.

Replication from [56] : Development of secondary education structure and curricula in some developed countries

Replication to [57] : -

Keywords [13] : Secondary education; secondary schools; credit system; secondary school curricula; secondary school teachers; comprehensive schools; general secondary schools; commercial secondary schools; courses; Bahrain

Bibliography [58] :
- Proceedings of first annual educational conference: comprehensive secondary school (Bahrain 2-4 April 1985)
- Proceedings of fourth annual educational conference: the credit hours system (Bahrain 5-7

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- Secondary education development plan: credit hours system /Abdulaziz AlSamak.- [Bahrain: Ministry of Education], 1990
- Secondary education in Bahrain: development methods / Abdulaziz AlSamak, Abdulrahman Mohammad Saleh, Hassan Abdullatif.- Bahrain: Ministry of Education, 1993 (paper presented to the symposium on evaluating innovative projects in secondary education, (U. A. E 19-21 April 1993)
- Investigating the views of first group students graduated from the credit hours system in 1992/93/ Eman Naser Musifer.- Bahrain Ministry of Education, Khawla Secondary School for girls, 1994

Project publications [16] :

- Administrative decree dated 4 November 1986 concerning the formation of a sub-committee for the credit hours system.
- Administrative decree dated 21 December 1987 concerning the reformation of the sub-committee for the credit hours system
- Ministrial decree no. 213/168- 1/88 dated 20 December 1988 concerning the formation of an executive sub-committee to implement the credit hours system into general secondary education.
- Ministrial decree no 214/168-1/88 dated 20 December concerning the formation of an executive sub-committee to implement the credit hours system into commercial secondary education.
- Minstrial decree no. 460/186-1/91 dated 8 January 1991 concerning the reformation of the executive sub-committee for the implementation of the credit hour system into commercial secondary education.
- Ministrial decree no 252/ A. M. /95 dated 27 August 1995 concerning the modification of the study plan for verious secondary education tracks (credit hours system)
- Preliminary project of the credit hours system.- Bahrain: Ministry of Education, Secondary Education Development Committee, 1986

- Project of a guideline to prepare commercial syllabuses for the credit hours system.- Bahrain: Ministry of Education, Directorate of Curricula.
- The credit hours system for secondary schools: philosophy and characteristics / Mohammad Ahmad Farghali.- Bahrain: Minsitry of Education, Directorate of curricula.
- The framework of the credit hours system in secondary schools: final formula.- Bahrain: Ministry of Education, Secondary Education Development Committee, 1987
- Quantitative plan project to implement the credit hours system.- Bahrain: Ministry of Education, Dirctorate of Plans and programming 1988.
- Developed curricula project for socondary education.- Bahrain: Ministry of Education, Directorate of curricula, 1988 - 1994.
- Students guidebook to credit hours system: scientific, literary and commercial tracks. Bahrain: Ministry of Education, Directoate of Intermediate and secondary Education, 1991
- Developed secondery school guidebook: credit hours system.- Bahrain: Ministry of Education, Directorate of Curricula, 1991.
- Description of secndary school courses.- Bahrain: Ministry of Education, Directorate of Curricula, 1991
- Third report of the executive committee for the implemetation of the credit hours system: general education.- Bahrain: Ministry of Education, Secondary Education Developnent Committee, 1991
- The credit hours system for secondary schools. - Bahrain: Ministry of Education, Secondary Education Development Committee, 1993
- Students guidebook to credit hours system courses: scientific, literary and commercial tracks: Bahrain : Ministry of Education Directorate of Curricula, 1994
- Report on solving the problems of the credit hours system's implementation / Ebrahim Yousif Al

Abdlulla.- Bahrain: Ministry of Education, Directorate of Curiaula, 1995

Source(s) [60] : Publications above;
Directorate of Intermediate and Secondary Education; and Directorate of Curricula (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Modular Course System for Technical Secondary Schools

Project title/field [30]	:	**Modular Course System For Technical Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods; content
Responsible body(ies) [05]	:	Secondary Education Development Committe - Ministry of Education.
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Under-secretary of General and Technical Education, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 680102 Fax 680156 Director of Curricula, Ministry of Education, P.O.Box 43, Manama -Bahrain Tel 243378 Fax 243472
Co-operating body(ies) [55]	:	UNESCO (Paris); University of Bahrain; Institute of Developmental Services (Beirut - Lebanon)
Funding (amount) [36]	:	BD 1,008,000 (US $ 2,667,000)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists (10); education specialists (4); teachers (635), administrators.
Starting date [9]	:	1988/89
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Technical secondary school students
Information on learners [47]	:	3135 technical secondary school students (boys only)
Activities [95]	:	The Ministry has a) conducted field survey concerning the industrial companies and

establishments demands of Bahraini technicians; b) ratified an agreement between the Ministry and Institute of Developmental Services sponsored by UNESCO to prepare technical and industrial syllabuses and textbooks; c) set up a strategy for the project implementation; d) formed technical sub-committees; e) examined and revised technical and industrial textbooks prepared by Institute of Dvelopmental Services; f) formed an executive committee to follow up the implementation of the new system, identify the problems and find solutions for them; and g) held several training courses and workshos for all those involved in technical secondary education (i.e. school adminisration, teachers and curricula specialists)

Background [52] : Technical secondary education in Bahrain has faced some problems caused by interrelate educational, vocational and social factors represente by unability of technical education in compromising between labour market demands and higher education requirements; deficiency of curricula; decline of correlation among specialized technical subject matters and cultural and scientific subject matters; and non-flexibility of traditional system.

The Ministry of Education with the collaboration of UNESCO'S experts have diagnosed technical secondary education in Bahrain during 1984/85-1985/86 by studying the casues of technical education weakness, finding solutions to these causes, and trying to utilize the available opportunities.

Consequently, it has been decided to adopt new strategy for technical education which can be found in the modular course system. The Ministry has sought help from the Institute of Developmental Services in Beirut to set up the development project. Technical Committes at the Ministry have studied and modified the project draft to be implementable. Modular course system has been approved to be implemnted as a trial in one technical secondary school by 1988/89 and then to be generalized in all

technical schools by 1993/94.

Objectives [51] : a) To introduce new programmes and syllabuses into technical secondary education to cope with the world technical and scientific development and to comply with the society needs according to the labour market demands; b) to prepare qualified technical education graduates to be able to join labour market or to continue their higher education; and c) to provide a type of secondary education that considers individual differences among the students.

Description [34] : Under the Modular system the courses are classified into eleven technical specializations within four categories: electricity and electronics; refrigeration and air-conditioning; producation mechanis; and auto-mechanics. Each specialized category is divided into three levels, so that each level represents a modualr course. Each modular course contains a group of scientific, cultural, and specialized and applied technical courses studied in two semesters (one academic year)

Plans for going to scale [43] : The system was initially implemented as a trial in one technical school in 1988/89. The trial was extended in 1989/90 to another technical school, and generalized in 1993/94 in another two schools.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project financially and morally as part of secondary education development project.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and Press) as well as holding meetings with officials in industrial companies and establishments to be make them acquainted with the development and innovation in this type of education. Intermediate school students were informed about the new system by specialized personnel who visited and gave

lectures in those schools.

Impact [53] : Some technical secondary school teachers and administrators have not shown any concern or interest in the changes carried out in this type of education, but this matter was reduced gradually specially after the generalization of the system.

Evaluation [44] : An expert from UNESCO was brought in by the Ministry of Education to evaluate the project which has been carried out in 1990 and 1991. Reports were presented by the UNESCO expert showing hte project success and recommending to be continued. On the other hand, both Directorate of Curricua and Directorate of Intermediate and Secondary Education have evaluated some aspects of the system such as the curricula, textbooks, study plan, eudcational guidance and students evaluation and examinations. Educational Research and Development Centre has also conducted a field study on one aspect of the project, continuing to carry out a comprehensive evaluation study in the near future.

Weakness / risk factors [45] : a) Non-availability of all requirements for some specializations due to the highly-cost of materials and equipments which led to transform some courses from practical to theoretical studies; b) non-compliance with the implementation strategy which led to non-utiliziation of the system advantages; c) unsufficient time for pratical training has produced performance processes observation feature rather than master these processes; and d) non-availability of regualations and rules that organize the relationship between vocational education and labour market in order to decrease the percentage of foreign manpower and replaced by national manpower.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Tęchnical education; technical secondary education; industrial education; technical school teachers; modular courses; students evaluation; school organization; Bahrain.

Bibliography [58] :

- Technical and vocational education in Bahrain: developmet and prospective horizones/ by Ahmad Noor AlBadri (paper prsented to the regional training workshop on developmet of vocational and technical curricula in Arab States. Amman 23-27 October 1994)
- The importance of research and development in increasing the efficiency of technical and vocational education programmes in Bahrain: case study / by Abdulraoof Ahmad Abu Kabeer. (report presented to the technical and vocational education experts meeting in Arab States. Bahrain 20 - 24 March 1994)
- Technical secondary education in Bahrain and its developmet / Ahmad Noor AlBadri.- Bahrain: Ministry of Education, Directorate of Curricula, 1994 (a study presented to ALESCO, Tunise)
- Proceedings of the training course on modular system for secondary education (Bahrain 9 - 13 April 1988)

Project publications [16] :

- Ministerial decree no. 244/6/88 dated12 March 1988 concerning the formation of an executive committee for the trial phase of modualr course system in AlJabria technical secondary school.
- Ministerial decree no. 376/168-1/90 dated 7 May 1990 concerning the formation of an executive committee for the trial phase of modualr course system in technical secondary schools.
- Ministerial decree no. 654/A-M/92 dated 7 September 1992 concerning the approval of technical secondary education study plan.
- Report on new organization project for technical secondary education in Bahrain / Eile Khwry.- Paris: Unesco, 1986.
- Definition of modular course system for technical

secondary education.- Bahrain: Ministry of Education, Directorate of Curricula, 1988

- Student guidebook to modular course system / Institute of Developmental Services.- Bahrain: Ministry of Education, Directorate of Curricula, 1988.
- The evaluation of modular course system project: Bahrain / UNESCO. (report prepared by unesco's consulatant during 1-13 March 1990).
- The evaluation of trial phase of modular course system : Bahrain / UNESCO. (report prepared by unesco's consulatant during 29 November - 12 December 1991).
- Innovative efforts in secondary education in GCC and development of secondary education in Bahrain / Abdulraoof Abu kabeer, Abbas Aman, Moza Almanai.- Bahrain: Ministry of Education, Directorate of Curricula, 1991.
- Modular course system in technical education: process and effective of preparatory group: case study of AlJabria technical school / Nakhla Wahba ..et al.- Bahrain: Ministry of Education, Educational Research and Development Centre, 1990.
- 188 specialized technical textbooks have been compiled
- 35 support textbooks have been compiled
- 105 teacher guides have been compiled

Source(s) [60] : Publications above;
Direcotrate of Curricula; and Directorate of Intermediate and Secondary Education - Minsitry of Education (written information).

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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EDUCATIONAL INNOVATIONS
IN BAHRAIN

SCHOOL ADMINISTRATION

EDUCATIONAL INNOVATIONS IN BAHRAIN

The School as a Fundamental Educational Unit

Project title/field [30]	:	**The School as a Fundamental Educational Unit**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	School administration; school organization
Responsible body(ies) [05]	:	Follow-up Committee of School as an Educational Unit Project - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Under-secretary of General and Technical Education, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 680102 Fax 680156
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 28,000,000 (US $ 74,074,074)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Committee members (7); school administrator (656)
Starting date [9]	:	1990/91
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Principals; deputy principals; school personnel
Information on learners [47]	:	656 of administrative staff in 174 schools throughout the country (321 of administrative staff in 88 boys schools and 335 in 86 girls schools divided into the following: 52 in 11 secondary schools for boys; 269 in 76 primary and intermediate schools for boys; 69 in 14 secondary schools for girls; and 266 in 72 primary and intermediate schools for girls.

Activities [95] : The Ministry has a) formed a committee to implement and follow up the project; b) held meetings with the school administration to clarify the system and to be acquianted with their reactions and the possibility of implementation; c) held training workshops and seminars for those involved in the project aimed at preparing them academically to be acquainted with the project objectives and means to carry out various procedures; d) formed school councils; e) set up school accounting system; f) held several meetings with the principals to ensure the accuracy of preparing school budget; and g) formed working group comprised of specialists to follow up the preparation of school budgets.

Background [52] : The Ministry of Education has sent for UNESCO experts to assist in developing the educational system in Bahrain. The experts have reported that the administrative system in Bahrain was strongly-centralized, preventing the educational system progress, and any innovative trend will not fulfil the desired and effective results unless the school administration moves from traditional one to democratization of the decision making process by giving the school more authorities.

According to the Ministry's efforts in the developmental process, it has been found that the role of school in the educational -instructional process should be taken into consideration. Therefore, the School Development Committee was fromed in 1988, comprises of specialists inside and outside the Ministry to set up a comprehensive conception of school developmet to be a fundamental educational unit that has self-abilities to practice education, comprehensive evaluation and innovation. In 1989, the system of the school as a fundamental educational unit has set up by the Committtee based on the following principles a) the school is the basic cell in the educational structure, making most of the educational decisions; b) the school is flexibile-artificial cell; c) the school is developed small

community, effects and affected by the society; d) the main function of the school is to create cognitive and social learning for the students; e) the school gives teachers an opportunity to be creative; f) the school is consdiered as a basic core of the planned directed social change; g) the school develops its climate continuously to create a sense of participation and cooperation among students, teachers, principals and parents; h) the school releases itself gradually from bureaucratic, hierarchical and competitive characteristic and tends towards interactive unified living horizontally and demorcatically; and i) teachers interact with each others professionally and socially, utilize the experience and guide each others in the continuous professional development process, as well as utilizing the learning resources centres and out-of-school experiences from time to time as much as needed.

As the proposed system for the prospective school has set up, the concept of autonomy has taken into consideration in order to give schools more freedom to work and interact largely with the framework of the educational process. The new system stresses on the participation of all school personnel in decision making through the school council.

Objectives [51] : a) to rebuild or form a school environment where the learner can acquire abilities easily; facilitate the practice of various skills and desired behaviour; enhance an awareness of the behaviour's limits, and produce machineries to ensure mastery of all actions by all students; b) to transform the school from an educational services institution to an integrated community; c) to make the school a cooperative, productive, cultural and social unit based on an innovative and joined life cycle as well as self-direction founded on demorcatic decision; d) to give the school more authorities to shoulder its reponsibilities and to run its international affairs within a general plans framework set up by the Ministry; and e) to reduce the centralization in schools

and enhance the democratice participation among school personnel.

Description [34] : The Ministry of Education has formed the School Development Committee as an initiative to the implementation of the new system in schools. The Committee has issued project report as a basic reference called " school development report 1989". It has defined the basic procedures and the new organizational structure of the school administration that consists of the school principal, deputy principal, senior teacher, teacher, social worker, learning resources centre specialist and secretary. The report also has classified various educational -administrative processes carried out in schools concerning teachers, students, local community, the Ministry, funds, buildings and furniture; and dealt with the school evaluation methods such as self-evaluation and external evaluation.

In April 1990, a ministrial decree has been issued regarding the implementation of the new system followed by another decree in November 1990 concerning the formation of a Follow-up Committee.

Ten pilot schools were selected to implemet this system representing various levels of education (boys and girls). Principals of those schools have agreed on setting up an implementation plan together with the participation of other schools in their meetings. The Ministry took the responsibility of clarifying and following up the system procedures by holding meetings with those involved in the project, while the schools run their affairs by issuing internal regulations and drawing up the working plans for the school councils.

Plans for going to scale [43] : A generzlization plan has been set up, stated that the number of schools applying this system should be doubled each year to cover all the schools in Bahrain by year 1994/95. The project was generalized in 103 primary schools by year 1994/95 and expected to be generalized in all intermediae and secondary schools

by year 1996/97 with the provision of all financial resources and qualified manpower to implement this system.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project financially and morally.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through local press and holding lectures and training courses for those concerned.

Impact [53] : Non-participation of some school personnel in this experience; and non acceptance of the new idea by some teachers due to lack of experiences and knowledge, but most of those reactions have vanished when meetings, seminars and training workshops were held together with the exchange of experiences which led to the acceptance of the system.

Evaluation [44] : An evaluative study was carried out concerning the implementation of the system in the first ten schools in Bahrain, and the educational personnel are reporting about the project implementation to the School Development Committe.

Weakness / risk factors [45] : a) Non-comprehension of the system principles and requirements by some teachers and administrators; b) teachers' refusal to nominate themselves for the school council; c) individuality in decision making by some schools without refering to the system accuratly or to the Ministry's regulations; d) non-availability of clear standards for school self-evaluation; and e) unsufficiency of financial resources to implement some projects in schools.

Replication from [56] : Similar experiments in France, U.K., Germany, Australia, Canada and USA.

Replication to [57] : -

Keywords [13] : Centralization; decentralization; educational administration; decision making; school planning; teachers; principals; senior teachers; social workers; school systems; school responsibility; administrator responsibility; school budget; school accounting; school community cooperation; self management; self evaluation; external evaluation; school council; Bahrain.

Bibliography [58] : -

Project publications [16] :

- Ministrial decree no. 423/6/88 dated12 February 1988 concerning the formation of School Development Committee.
- Ministrial decree no. 375/168-1/90 dated 24 April 1990 concerning the implementation of the school as an educational unit.
- Ministrial decree no. 446/168-1/90 dated 25 November 1990 concerning the formation of a committee to implement and follow-up the school development system to be a fundamental educational unit.
- Administrative decree no Sh.z/633/1992 dated 7 November 1992 concerning the implementation of the school financial and accounting system.
- School Development Committe Report.- Bahrain: Ministry of Education, School Development Committe, 1989.
- Bases for school development in Bahrain/ Ahmad saidawi.-[Bahrain: Ministry of Education, 1989]
- Administrative diemensions of the Ministry of Education's policy in implementing the concept of the school as an autonomous educational unit/ AbdulAziz Abdulla AlSamak.- [Bahrain: Ministry of Education, 1990].
- Implementation of the school as a fundamental educational unit/ AbdulAziz Abdulla AlSamak.- [Bahrain: Ministry of Education, 1993].
- School administration in Bahrain from

centralization to decentralization/ AbdAli Mohammad Hubail.- Bahrain: Ministry of Education, Directorate of Training, 1993.

- The School financial and accounting system.- [Bahrain]: Ministry of Education, Directorate of Finance and Budget, 1992.
- School financial system and budgeting procedures/ Suilman Mahmood Abdulrahman.- [Bahrain]: Ministry of Education, Directorate of Finance and Budget, 1993.
- Proceedings of the seminar on school self-evaluation (Bahrain 22-25 February 1992).
- Proceedings of a symposium on the school as a fundamental educational unit held at AlHidaya Alkhalifia secondary school for boys (Bahrain, 1995).

Source(s) [60] : Publications above;
Direcotrate of Primary Education; Directorate of Intermediate and Secondary Education; and Directorate of Training - Minsitry of Education (written information).

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EDUCATIONAL INNOVATIONS IN BAHRAIN

Automated School Administration System

Project title/field [30]	:	**Automated School Administration System**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	School administration
Responsible body(ies) [05]	:	Computer Section, Information and Documentation Centre - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Chief of Informatin and Documentation Centre, Ministry of Education, P.O.Box 43, Manama -Bahrain Tel 259260 Fax 273656
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No Specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Project manager (1); system analysts (2); programmers (5); paraprofessionals (7); registrars (2)
Starting date [9]	:	1989
Completion date [32]	:	1999
Target group (s) [48]	:	Principals; deputy principals; registrars; clerical workers .
Information on learners [47]	:	72 schools were adopted this system by 1994/95 (22 secondary schools and 50 primary and intermediate schools). The system will cover about 176 schools by year 1999.
Activities [95]	:	The Ministry has automated registration works, students' attendance records, certification, reports, statistics, school timetable and financial, clerical and administrative works; and linked the schools whith

the Ministry via an educational information network .

Background [52] : An automated system operating on Personal Computers (PCs) was developed in line with the introduction of credit hours system into secondary schools to control courses tracks and streams. Another system was developed in 1993 to cover the basic schools administration

Objectives [51] : To provide an advanced automated medium based on PCs technology to improve school performance, achive an effective administration and control the financial and accounting processes accurately. Typical databases creation in schools will facilitate its linkage and to be utilized centrally in the future.

Description [34] : The project consists of two parts: the first one serves secondary schools to facilitate the registration procedures within the credit hours system; and the second serves basic schools (primary and intermediate schools). The system covers data on the following: credit hours system's students; basic school students; teachers; school stores; classrooms; subject matters; and unified accounting system.

Plans for going to scale [43] : The experiment was lanuched in one technical secondary school, followed by general secondary schools and gradually in other schools until 1999.

Policy commitment/support [46] : The government of Bahrain supports this project completely by providing all its requirements such as hardware, software , manpower and experts.

Publicizing/promotion [54] : The project has been made known to the public and intended audience by holding seminars, meetings and training workshops as well as distributing explanator letters and reports .

Impact [53] : The automated school system was accepted by the school administration as it eases the dealing with

students' interests and reduces the work load in registration and report writing .

Evaluation [44] : The project has been evaluated by the Information and Documation Centre with the cooperation of school administration. It revealed that the automated system has achieved the desired objectives concerning the management of the credit hours system specially that of controling students' interests in streams; setting up the time table and generating reports and statistics.

Weakness / risk factors [45] : Non-avilability of a network to exchange information with schools; delay in updating the data; and lack of qualified registrars in secondary schools.

Replication from [56] : Preliminary experiment by AlJabria Technical Secondary School (Bahrain)

Replication to [57] : -

Keywords [13] : Secondary schools; primary schools; intermediate schools; data processing; examinations; automation; certification; statistical data; timetables; information networks; school accounting; credit system; Bahrain

Bibliography [58] : -

Project publications [16] :
- School administration guide for basic schools / Computer Section, Information and Documentation Centre.- Bahrain: Ministry of Education, 1994.
- Automated school administration system guide/ Computer Section, Information and Documentation Centre.- Bahrain: Ministry of Education, 1991.
- Abridged description of the automated-based credit system / Computer Section, Information and Documentation Centre .- Bahrain : Ministry of Education , 199?.

Source(s) [60] : Publications above; and
Computer Section / Information and Documentation Centre - Ministry of Education, (written information)

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EDUCATIONAL INNOVATIONS
IN BAHRAIN

SCHOOL LIBRARIES

EDUCATIONAL INNOVATIONS IN BAHRAIN

The Establishment of Learning Resources Centres

Project title/field [30]	:	**The Establishment of Learning Resources Centres**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Methods
Responsible body(ies) [05]	:	Educational Technology Centre -Ministry of Education.
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Acting Head of Educational Technology Centre, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 320753 Fax 324287
Co-operating body(ies) [55]	:	University of Bahrain - College of Education
Funding (amount) [36]	:	BD 420,000 (US $ 1,111,111)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Administrators (8); learning resources centres specialists (97); school librarians (33)
Starting date [9]	:	1989/90
Completion date [32]	:	1997/98
Target group(s) [48]	:	Primary schol students; intermediate school students; secondary school students; teachers; learning resources specialists
Information on learners [47]	:	All public school students and teachers at all levels of education in Bahrain.
Activities [95]	:	The Ministry has a) restructured and established new school libraries buildings according to the standard specificiations; b) provided the schools with instructional equipments, references, books and

furniture; c) provided education and training for learning resources centres specialists to be qualified in running the centres.

Background [52] : The vast and constantly increasing knowledge and information in various fields accompanied by great development in the educatoanl process in Bahrain in terms of objectivs, curricula and teaching methods has followed by the development of school libraries to go beyond its traditional function into an active cell to motivate students' thinking, develop their skills and acquire them with the ability to utilize various resources in order to be able to practice self-learning with the emphasis of continuing education principle; and the development of teaching methods by applying various educational technologies aimed at stimulating individualized learning; working groups and social interaction with the others; and the variety of instructional materials and aids in schools, have consequently clarified the Ministry's view and efforts regarding the development of school libraries by changing their philosophy and activities as the traditional libraries did not cope with the modern developments and change.

The idea of changing the school libraries from traditional ones to comprehensive centres has occured in the seventies when the Ministry of Education sought the assistance of UNESCO to prodvide a consultant to help in assessing the needs for developmet of school libraries. The consultant submitted a brief report included a description of the situation of school libraries and some suggestions for their improvement.

Objectives [51] : The main objective of restructuring school libraries to be learning resources centres or building new centres is to focuss the attention of teachers and students on learning rather than only teaching or being taught by providing various educational resources which facilitate students' self-learning and to motivate them to acquire various skills such as analysis, criticism,

creativity and problem solving. On the basis of that, learning resources centres aimed at a) providing educational environment with a variety of information resources; b) providing scientific research facilities and satisfying students' interests; c) providing appropriate opportunities to acquire necessary experiences by using various printed and non-printed materials; d) providing the opportunity for individualized learning and self-learning; and e) developing positive attitudes towards continuing education by utilizing the centre facilities such as catalogue, directories etc. in a best way.

Description [34] : The project was initiated by submitting a report from Educational Technology Centre in 1986 and another report from School Libraries Section at the Ministry in 1987 to the Supreme Education Committee concerning the situation of school libraries in Bahrain and the need for development, so that a preparatory committee was formed to study this matter in terms of objectives, tasks and contents of learning resources centres; manpower; funding and resources; time schedule for implementation and project management. The Committee has set up detailed ten-years plan and programmed time schedule for the project. Five centres were established in 1988/89 (two in secondary schools, two in primary schools and one in an intermediate school). They were provided with the necessary requirements such as furniture, audio-visual equipments and various educational materials. These schools were selected on the basis of the acceptance of the project by school administration; the availability of suitable building and qualified librarians and the level of school outfit. The project was expanded by establishing ten centres each year, reached to be 87 centres by year 1994/95. Each centre is provided with different types of printed and non-printed materials as well as equipments and necessary furniture. For the manpower, it is considered as the most important element that ensure the sucess of learning resources centres, therefore, it

has been concentrated on this part by introducing a programme of study with collaboration of the University of Bahrain. A postgradue diploma in learning resources and information is awarded to those attend this programme,qualifying them for running learning resources centres in schools. The programme was started in 1990 and still ongoing where a number of school librarians attend this programme each year.

Plans for going to scale [43] : The Ministry has set up a plan to generalize the project throughout public schools in Bahrain when all the necessary requirements are provided for the centres. It is expected to be generalized by year 1997/98.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by allocating an annual budget and providing all its requirements. The governmental has approved the post of learning resources centre specialist on the academic salary schedules instead of general one.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and Press) as well as meetings with those involved.

Impact [53] : The project has faced with some problems and difficulties during its initial implementation represenred by insufficiency of reference materials and equipments which increased the sudents' complaints, even though the diemensions of the project became to be clear for the students gradually, so that they accepted and have strong interest in these centres specially under the credit hours system in secondary schools; for the teachers through their efforts in encouraging students and participating in utilizing these centres; and for school administration through continuous support financially and morally.

Evaluation [44] : The Educational Research and Development Centre at the Ministry is in the process of evaluating the project with the cooperation of concerned bodies.

Weakness / risk factors [45] : a) The centres are in great demand specially by secondary school students who create an increasing pressure on these centres where there is no room for the students and library materials, therefore, many of them have turned to the public libraries requesting more reference materials; b) some of the school and educational personnel still do not understand the role and philosophy of learning resources centres which prevent the accomplishment of some of the project objectives; c) field follow-up, technical guidance and continuous evaluation are considered as important factors for project success, but the resposnsible body that will carry out these tasks has not been established yet due to some routine procedures; and d) lack of information resources and equipments specially in large schools.

Replication from [56] : Comprehensive library or learning resources centres (U.K)

Replication to [57] : -

Keywords [13] : Teaching methods; self learning; individualized instruction; learning resources centres; school libraries; school librarians; audiovisual aids; Bahrain.

Bibliography [58] : -

Project publications [16] :
- Administrative decree no. 20/169-1/89 dated 30 December 1989 concerning the approval of the standards of selecting printed and non-printed materials for learning resources centres in schools.
- Administrative decree no. 890/101/90 dated 21 July 1990 concerning the refrormation of Learning Resources Committee.
- Administrative decree no. 29/168-1/91 dated 2

March 1991 concerning the administrative, technical and educational supervision of learning resources centres.

- Proposal on transforming school libraries into learning resources centrs.- Bahrain: Ministry of Education, Educational Technology Centre, 1986
- Preparatory Committee report on transforming school libraries into learning resources centres.- Bahrain: Ministry of Education, 1987.
- The establishment of learning resources centres in Bahrain schools / by Abdulla Husain Bukhalaf.- Bahrain: Ministry of Education, Primary Education Development Committee, [1989]
- Effective administration of learning resources / Salah Ahmad Musameh.- Bahrain: Ministry of Education, Educational Technology Centre, 1991
- Project plan report of the establishment of learning resources centres for 1994/95/ by Salah Ahmad Musameh.- Bahrain: Ministry of Education, Educational Technology Centre, 1994
- New features of school libraries in Bahrain: learning resources centres as pioneer project /by Salah Ahmad Musameh, Jamal Jaffar AlDrazi.- Bahrain: Ministry of Education, Educational Technology Centre, 1994

Source(s) [60] : Publications above;
Educational Technology Centre; Directorate of Primary Education, and Directorate of Training - Minsitry of Education (written information).

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EDUCATIONAL INNOVATIONS IN BAHRAIN

The Introduction of Computers into Learning Resources Centres

Project title/field [30]	:	**The Introducation of Computers into Learning Resources Centres.**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Methods
Responsible body(ies) [05]	:	Educational Technology Centre - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Acting Head of Educational Technology Centre, Ministry of Education , P.O.Box 43, Manama - Bahrain Tel 320753 Fax 324287
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 19,700 (US $ 52,116) annually for hardware and software
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Administrators (3); Specialists (25)
Starting date [9]	:	1991/92
Completion date [32]	:	1995/96
Target group(s) [48]	:	Secondary school students; secondary school teachers; learning rescources specialists.
Information on learners [47]	:	16597 Secondary school students (8752 boys and 7845 girls); 1523 secondary school teachers (682 male and 841 female); 25 learning resources specialists (12 male and 13 female) in all Bahrain secondary schools. [Source: Education statistics: 1994/95]

Activities [95] : The Ministry has established training programmes on using computers for both learning resources specialists and school teachers; and provided bulletins on using computers for those involved in the project.

Background [52] : Learning resources centres are considered as one of the developmental trends adopted by the Ministry of Educaton aimed at concenrating on learning rather that teaching by providing the means which will facilitate this matter. Computers are condsidered as the most successful means in education which can develop self-learning. From this point, the Executive Committee for introducing computers into secondary schools has called for computerizing learning resources centres, in line with the establishment of computers clubs in schools and teacher training on computer-assisted instruction.

Objectives [51] : a) To familiarize students with self-learning; b) to diversify and enrich teaching methods; c) to spread computers awareness and literacy among the students; and d) to assist the learning resources centres' administrative and clercial works.

Description [34] : The Executive Committee for introducing computers into seocndary schools has approved the project submitted by Educational Technology Centre. All the necessary procedures to implement the project from 1991/92 were carried out. Each school was provided with two computers and the necessary peripheral and application software. Training programme was established for learning resources specialists in collaboration with concerned computer companies.

Plans for going to scale [43] : The project is expanded gradually to include five secondary schools each year.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education is supporting this project completely by providing all its requirements.

Publicizing/promotion [54]	:	The project has been made known to the intended audience through the mass media (press, T.V. and radio)
Impact [53]	:	Not shown yet
Evaluation [44]	:	Not done yet
Weakness / risk factors [45]	:	Insufficiency of equipments in schools; and insufficiency of training programmes.
Replication from [56]	:	-
Replication to [57]	:	-
Keywords [13]	:	Learning resources centres; school libraries; computer assisted instruction; computer literacy; computer programs; computers; Bahrain.
Bibliography [58]	:	-
Project publications [16]	:	- Using computers in learning resources centres/ prepared by Salah Ahmed Musameh.- Bahrain: Ministry of Education , Educational Technology Centre, 1992. - Report on the introduction of computers into learning resources centres/ prepared by Salah Ahmed Musameh.- Bahrain: Ministry of Education , Educational Technology Centre, 199
Source(s) [60]	:	Publications above; and Educational Technology Centre - Minsitry of Education (written information).
Filled by [59]	:	Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist Educational Documentation Section Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

TEACHER CENTRES

EDUCATIONAL INNOVATIONS IN BAHRAIN

Learning Resources Centres for Teachers

Project title/field [30]	:	**Learning Rescources Centres for Teachers**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teachers
Responsible body(ies) [05]	:	Educational Technology Centre - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Acting Head of Educational Technology Centre, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 320753 Fax 324287
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 107,000 (US $ 283,068)
Funding (source) [35]	:	National budget for education; aids, grants and contribution accepted by the Ministry; and centr's activities incomes.
Staffing [11]	:	Specialists (2); clerical worker (1); principals and teachers
Starting date [9]	:	1990
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Teachers; principals; school personnel and learning resources specialists.
Information on learners [47]	:	All the school teaching and administrative staff in both Manama and Muharraq areas.
Activities [95]	:	The Ministry has a) issued a ministrial decree approving the constitution of learning resources centres for teachers; and b) established two centres in Manama and Muharraq cities, provided

with all their requirements such as building, furniture, equipments, library materials... etc. in addition to the full-time and part-time staff for each centre

Background [52] : Continuing to the efforts made towards professionalization of education, the Ministry of Education has established two learning resources centres for teachers open after working hours; seeking to establish more centres throughout the country in the future.

Objectives [51] : To give teachers an opportunity to meet with each other in order to exchange views and ideas concerning their profession; and to promote and enhance teaching profession in order to provide developed professional educational services within an overall developmental framework.

Description [34] : Learning resources centres for teachers offer their services to all those involved in the profession. The functions of those centres were defined as: enhancing professional colleagueship among personnel; contributing in ensuring continuous teacher education and training by means of meeting, interaction and cooperation with each other; coordinating educational research efforts in schools; studying educational innovation and development issues and evaluating teaching practices; facilitating exchange of experiences by various means; organizing lectures, symposia, workshops and other educational activities; helping teachers to design and apply educational technology and teaching aids; and carrying out some recreational activities.

The constitution of learning resources centres for teachers has defined the internal organization of each centre as follows: each school elect one of its teachers to be a school representative for one-renewable-year in the election of centre's board; nine persons are elected for the board by school reprensentatives in each location; centre manager and learning resources specialist are appointed by the

Ministry as members in the board; administrative tasks distribution, work plan and programmes are drawn up by the board; and technical and educational specifications are set up by the Educational Technology Centre such as furniture, library materials ... etc., in addition to the production of educational materials made by Educational Technology Centre.

Plans for going to scale [43] : Two learning resources centres for teachers have been established, the first one in 1990 in Muharraq city, and the second in 1992 in Manama city. Generalization and establishment of more centres will be carried out throughout the country after evaluating the currrent centres.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press) as well as the internal newsletters issued by the centres and distributed throughout the schools in Bahrain, and the seminars held to deal with teachers issues and problems.

Impact [53] : The reaction of teachers in this project is positive by means of their partcipation in various centres' activities.

Evaluation [44] : Not done yet

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Teacher centres; teacher participation; teacher role; teacher status; teacher welfare; professionalization of educaton; Bahrain.

Bibliography [58] : -

Project publications [16] :
- Ministrial decree no. 383/168/1/90 dated 9 June 1990 concerning the constitution of learning resources centres for teachers.
- Administrative decree no. 30/168-1/91 dated 2 March 1991 concerning the supervision of learning resources centres for teachers.
- Ministrial decree no. 40/ M.A - 17/94 dated 14 August 1994 concerning modification of an item in the centres' constitution.

Source(s) [60] : Publications above;
Educational Technology Centre; and Directorate of Intermediate and secondary Education -Minsitry of Education (written information).

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EDUCATIONAL INNOVATIONS
IN BAHRAIN

ADULT EDUCATION PROGRAMMES

EDUCATIONAL INNOVATIONS IN BAHRAIN

Workers' Literacy in Public Sector

Project title/field [30]	:	**Workers' Literacy in Public Sector**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Adult Programmes
Responsible body(ies) [05]	:	Directorate of Adult Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Director of Adult Education, Ministry of Education, P.O.Box 43, Manama -Bahrain Tel 713802/715153 Fax 715130
Co-operating body(ies) [55]	:	Civil Service Bureau, Directorate of Training, P.O.Box 1066, Bahrain Tel 534646 Fax 534160
Funding (amount) [36]	:	BD 108,926 (US $ 288,164)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Project coordinator (1); teachers (6)
Starting date [9]	:	1986
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Illiterate adults of age 10-44 years old working in public sector.
Information on learners [47]	:	The number of illiterate adults working in public sectors was 1320. 567 of them have been educated during the last three years, and the rest is still in literacy classes .
Activities [95]	:	A literacy plan in public sector has been submitted to the National Commission for Literacy by the Directorate of Adult Education. The plan was approved and implemented with the cooperation of

Civil Service Bureau and concerned ministries in Bahrain; regular meetings were held for the training representatives of ministries under the supervision of Civil Service Bureau; and a committee for ministries' field visits was formed, consisted of representatives from Civil Service Bureau and Directorate of Adult Education to explain the project objectives to the concerned Directors.

Background [52] : The National Commission for Literacy has adopted this project in its seventh meeting dated 12 April 1986 to abolish the illiteracy phenomenon completely among Bahraini workers. Literature in Bahrain has shown that the productivity of educated workers is 30% more than that of illiterates, and they have more sense of responsibility and awareness of industrial security. They are educated on site to prevent their dropout and to complete their education in a short time.

Objectives [51] : To eradicate illiteracy of all workers in public sector according to the national literacy plan by year 2000.

Description [34] : The number of illiterate workers was identified. Pretests were set for all identified learners, and they were classified according to their levels. Teachers were selected and all the necessary materials were provided.The Directorate of Adult Education took the responisblity of following-up the literacy classess and suggesting alternatives to solve any problem might be encountred, for example, evening classess were provided for those who are not able to attend morning classes on worke site; or they can attend another class in other site if the number of learners is not enough to open a class in their own site. Functional and financial rewards are provided for those who attend literacy programme.

Plans for going to scale [43] : The project was generalized in 1994/95 all over the public sector in Bahrain according to the direction of the Ministry of Education to enhance and modify the

national literacy plan aimed at eradicating illiteracy by year 2000.

Policy commitment/support [46] : The government supports this project financially and morally.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (press, T.V. and radio). Educated workers are honored in a ceremony attended by their employers to encourage others to attend this programme.

Impact [53] : The reaction of illiterate workers involved in this project was positive. Many of them were intereseted in attending literacy classes. The number of illiterate adults in public sector was decreased and the rest are still attending these classes regularly. A number of those who have completed the programme, continued their secondary education as well as higher education. Therefore the literacy plan and policy is directed toward the private sector too.

Evaluation [44] : The Directorate of Adult Education is evaluating this project by following-up the teaching -learning process in literacy classes regularly and studying the project weakness-strength factors and solving the problem encountred by the project.

Weakness / risk factors [45] : Some of the employers are not enthusiastic and do not have faith in the issue of eradication of illiteray as a citizen's responsibility, so that they do not convince the illiterates to attend literacy programmes; and Non-regularity of learners attendance and uncontrollablity of their leaves.

Replication from [56] : -

Replication to [57] : Private sector in Bahrain.

Keywords [13] : Literacy campaigns; literacy programmes; literacy classes; literacy centres; illiterate workers; Bahrain.

Bibliography [58] : -

Project publications [16] : - Report on the workers literacy classes/ Rashid AbdulRahman Mandi.- Bahrain: Ministry of Education, Directorate of Adult Education, 1988.
- Literacy plan for workers in schools/ Diretorate of Adult Education.- Bahrain: Ministry of Education, 1991.

Source(s) [60] : Directorate of Adult Education - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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EDUCATIONAL INNOVATIONS IN BAHRAIN

Family-life Education for Women in Post-literacy Level

Project title/field [30]	:	**Family-life Education for Women in Post-literacy Level**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Adult programmes
Responsible body(ies) [05]	:	Directorate of Adult Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Director of Adult Education, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 714795 / 715153 Fax 715130
Co-operating body(ies) [55]	:	UNICEF and UNESCO
Funding (amount) [36]	:	BD 8,640 (US $ 22,857)
Funding (source) [35]	:	National budget for education; UNICEF
Staffing [11]	:	Administrators (1); specialists (1); supervisors (4); teachers (4)
Starting date [9]	:	1990/91
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Adult sutdents; women
Information on learners [47]	:	300 postliteracy stage women in ten literacy centres. Each centre has a class of 30 women
Activities [95]	:	The Ministry has organized educational seminars in collaberation with the Bahrain Society for Family Planning, and offered practical courses on family nutrition and home-life skills for those who are interested.

Background [52] : On the basis of meetings with Bahraini women who had completed literacy programme, it has been shown that they need family-life education to cope with the developed socio-economic situation in Bahrain, to be self-reliant productive persons, so that they may be able to shoulder their family and community tasks and responsibilities and to achieve social integrity.

Objectives [51] : a) To promote women knowledge to be applied according to their needs and interests; b) to change wrong nutrition and hygiene habits; c) to develop their knowledge abilities by creating reading, writing and reasoning thinking habits and to maintain their previous learning skills; d) to change their consumption habits by making them aware of the family budget planning and expenditure; e) to inculcate good habits, sound knowledge and an enlightened attitude concerning the health of the individual and the community; f) to inculcate positive values and principles in line with the society's traditions; to develop hobies and to help in using local materials to make good and useful things; g) to inculcate good nutrition habits specially that related to the children; and h) to inculcate health awareness which will be reflected on their children care.

Description [34] : The project was implemented in collaboration with the UNICEF in five centres in Bahrain during 20 April - 18 July 1991. The programme was designed in three integrated units namely; home, mother and child care, and food and nutrition, lasted for 150 hours. The number of particpants were 200 women.

In 1993, the Directorate of Adult Education has prepared with the cooperation of the UNESCO a syllabus for family-life education, submitted to the National Commission for Literacy on January 1995 which has been approved in the same year. The syllabus comprises of three integrated and one optional activities. Each theoretical activity consists of 9 units, and each unit consists of a number of correlated topics. The topics are in a text form deal

with language skills, i.e. spelling, grammar and synthesis as well as mathematical skills. Practical activity is provided for each unit in addition to the social communication which is an intellectual activity. The optional activity is for those who like to study English language.

Plans for going to scale [43] : The Directorate of Adult Education is intending to generalize this programme all over women literacy centres by introducing the programme in 10 centres each year

Policy commitment/support [46] : UNICEF has contributed in financing this project for two academic years 1990/91 - 1991/92, and the government of Bahrain represented by the Ministry of Education is continuing to provide all the necessary demands for the project.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (press, T.V. and radio). Each year an announcement is made in the literacy centres to attract women to participate in this programme.

Impact [53] : The projcet has been accepted by the target group and shown encourging results represented in the improvement of women awareness related to the environmental, health and consumptive issues.

Evaluation [44] : An expert from UNICEF has evaluated the programme in 1991. Desired results as stated in the objectives have been achieved, so that the expert recommended to continue this programme. In the light of this evaluation, the programme was improved.

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Adult education programmes; continuing education; family planning; family-life education; womens education; Bahrain

Bibliography [58] : -

Project publications [16] :
- Family-life education for women / Continuing Education Section, Directorate of Adult Education.- Bahrain: Ministry of Education, [1989] (Project Draft)
- A report on family-life education: 1991/ Continuing Education Section, Direcotrate of Adult Education.- Bahrain: Ministry of Education, 1991
- Family-life education curriculum / Continuing Education Section, Directorate of Adult Education.- Bahrain: Ministry of Education, 1992

Source(s) [60] : Publications above; and
Direcotrate of Adult Education, Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Kindergarten in Women Literacy Centres

Project title/field [30]	:	**Kindergarten in Women Literacy Centres**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Literacy centres
Responsible body(ies) [05]	:	Directorate of Adult Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Directorate of Adult Education -Ministry of Education P.O.Box 43, Manama -Bahrain Tel 713802/715153 Fax 715130
Co-operating body(ies) [55]	:	AGFUND, P.O. Box 18371, Riyadh 11415, Saudia Arabia. Tel 4413218/ 4416257/ 4416240 Fax 4412963; and National Associations / Societies and Private kindergarten in Bahrain.
Funding (amount) [36]	:	BD 41,323 (US $ 109,320)
Funding (source) [35]	:	National budget for education; and AGFUND
Staffing [11]	:	Administrators (20); teachers (20)
Starting date [9]	:	1988/89
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Kindergarten children of age 3 - 5 years old
Information on learners [47]	:	350-400 kindergarten children each year (girls and boys)
Activities [95]	:	The Ministry of Education and women societies in Bahrain have submitted a project to the AGFUND in 1986 concerning the establishment of kindergarten in women literacy centres; knidergarten supervisors training was offered with the cooperation of Directorate of Private Education; kindergarten

programme contents were prepared, it include Arabic language, science, mathematics and Islamic education; and All the kindergarten requirements were provided, such as teaching materials, children toys and staff salaries.

Background [52] : This project came to solve the problem of women dropout from literacy classess as well as their absenteeism and low achievement due to their problem of leaving the children at home and the possibility to be in risk. This problem would hinder the national and international obligation towards eradication of illiteracy by the end of this century. Therefore, in 1988/89, a cooperation agreement was signed between Bahrain and AGFUND to sponsor this project.

Objectives [51] : a) To take care of children whose mothers being at literacy classses; b) to train children on acquiring basic skills and educational attitudes that will facilitate their transition to primary school; c) to reduce the problem of dropout among illiterate women; and d) to increse the women interest and attendance in literacy classes.

Description [34] : In 1988/89, kindergarten were established in 13 women literacy centres all over the country. The number has increased annually to reach 19 centres by 1994/95. These centres were provided with teaching-learning materials, children's toys, transportation and qualified teachers. A syllabus for kindergarten was selected taking inot consideration the inclusion of Arabic language skills (speaking, listening, reading and writing); science activties (five senses, material characteristics,pubic health, scientific phenomena, things around mankind, heat, cool and time relations); mathematics which include groups, numbers under ten, elements characteristics, similar and unsimilar things, lines, geometrical figures, and spatial relations; and Islamic education which includes some basic religious concepts and instructions. At the

end of each academic year, a report is generated for each child evaluating his/her behaviour, activity and achievement.

Plans for going to scale [43] : The project has proved to be positive by reducing the women dropout, therefore it was expanded gradually by establishing a kindergarten in each centre when the number of children (25-30) is allowed.

Policy commitment/support [46] : AGFUND has completed its support to the project in the academic year 1989/90, and the government of Bahrain represented by the Ministry of Education has adopted the project completely.

Publicizing/promotion [54] : This project is considered as a positive incentive one offered to women, therefore it is made to be known to the commmunity by means of mass media (press, T.V. and radio programmes) and in the educational occassions.

Impact [53] : Kindergarten have contributed in relieving illiterate women's worry about their children. This was reflected in the increasing of success ratio and decreasing of dropout ratio in literacy and post-literacy classes. Thus, the government was convinced of the feasibility of the project continuity and expansion under its sponsership as a policy support towards literacy activities. The syllabuses was contributed too in changing many of children behaviours and acquiring them with basic skills and experiences that will facilitate their transition to primary school.

Evaluation [44] : The project was evaluated in 1991 by AGFUND. It was indicated that desired results as stated in the objectives were achieved.

Weakness / risk factors [45] : Not shwon yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Kindergarten; preprimary curriculum; literacy; Bahrain.

Bibliography [58] : -

Project publications [16] :
- An agreement between AGFUND and Bahrain Ministry of Education concerning Kindergarten project in women literacy centres in Bahrain. [1989].
- Contents of kindergarten programme in adult education centrs / Directorate of Adult Education.- Bahrain: Minstry of Education, 1989.
- Final report of kindergarten project in literacy centres with cooperation of AGFUND 1980/89 - 1989/90/ Directorate of Adult Education.- Bahrain: Ministry of Education.

Source(s) [60] : Publications above; and
Direcotrate of Adult Education, Literacy Section - Minsitry of Education (written information).

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

CURRICULUM DVELOPMENT

EDUCATIONAL INNOVATIONS IN BAHRAIN

A Developed Curriculum for Arabic Language Teaching in Secondary Schools

Project title/field [30]	:	**A Developed Curriculum for Arabic Language Teaching in Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Arabic Language Section (Intermediate and Secondary Education) / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Arabic Language Curriculum (Intermediate and secondary education) Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists for Arabic language syllabuses (10); teachers (280)
Starting date [9]	:	1988/89
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students; secondary school teachers
Information on learners [47]	:	15997 secondary school students (9033 boys and 6964 girls in 25 secondary schools - 11 boys and 14 girls -)
Activities [95]	:	The Directorate of Curricula has a) prepared the necessary instructional materials for the developed curriculum implementation and execution and

compiled 13 new textbooks and teacher guidebooks; b) prepared references lists required for each academic course; c) organized teacher training courses and meetings; d) organized intensive field visitations; e) issued instructive bulletins distributed to all teachers involved.

Background [52] : Responding to the new trends in curriculum development according to the credit hours system in secondary schools, Arabic language courses were develped in a way to achieve the desired objectives of the subject-matter followed by developing the subject-matter organization approach and teaching methods, thereupon, the Directorate of Curricula has selected the integrated approach or unit approach to be applied, based on a number of principles namely: a) the nature of language as an integrated unit; b) students' low-level in some language skills and arts; c) research results concerning language teaching methods that emphasis on the integrated approaches; and d) experts and specialists views calling for using this method in language teaching. The developed curricula project was presented in 1986/87 and approved by the Higher Committee of Curricula to be implemented in 1988/89 after making all the revision and modifications needed.

Objectives [51] : a) To present Arabic language as an integrated unit dealing with it according to its four skills and arts (listening, speaking, reading, and writing); b) to stimulate students' interest in Arabic language by presenting it in a new method that help them to master basic language skills, accustom them to read and link them to life situations and problems; c) to promote students' scientific and intellectual level by giving them an opportunity to pracitce language functionally and comprehensivly; d) to develop positive attitudes towards learning process such as research and investigation to reach knowledge, self-learning, coopertive learning, critical thinking and problem solving method; e)to develop teachers'

efficiencies, encourage and motivate them to use various learning resources in order to improve and develop their levels and efficiencies in teaching.

Description [34] : The main innovative characteristics of the project are : a) building the syllabus that characterized by sequential approach, comprehensiveness and integration; b) using the integrated approach in Arabic language teaching; c) adding new aspects to the subject-matter such as: teaching listening and speaking arts and considering language as a group of arts and skills; d) compiling textbooks in a way responding to the requirements of the implementation of this method; e) considering the textbook as one medium of learning resources and not the only one; f) acquiring students with basic skills in research; g) including a group of new educational directions within the curriculum such as knowledge integration, self-learning, critical thinking and problem-solving methods.

Plans for going to scale [43] : In order to generalize the developed curriculum, Arabic Lanuage Section has took all the necessary provisions to implement and generalize the project with the coordination of concerned Directorates at the Ministry, by selecting teachers to apply this project and providing them with the syllabus, textbooks and teacher guidebooks; holding training courses in line with the generalization plan; studying the execution problems and presenting solutions; and unifying teachers practices in daily performance evaluation.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely as a part of secondary education development project.

Publicizing/promotion [54] : The project has been made known to those involved directly in Arabic language teaching through holding meetings and presenting the project in conferences and seminars. Some project documents and textbooks

were presented in book fairs participated by the Ministry.

Impact [53] : The project has faced with some problem such as teachers and students fears of the new teaching method, as it is a qualitative innovation requires their self-efforts, but the project became stable when most of the difficulties related to the provision of learning resources and students activities have been overcome.

Evaluation [44] : In the light of the notes and comments collected from the field, curriculum and textbooks were partely modified.

Weakness / risk factors [45] : There are some factors hindred the favourable results related to: a) the need of teacher training programmes; b) administrative side in schools, specially that related to the allocation of many courses to be taught by one teacher; c) non-availability of some instructional materials such as references; and d) students low-level in the subject-matter.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Mother tongue instruction; Arabic language; secondary school curriculum; curriculum development; materials preparation; teaching methods; textbooks; teacher tarining; evaluation methods; Bahrain

Bibliography [58] : -

Project publications [16] :
- Report on the implementation of integrated approach in Arabic language teacing in secondary schools/ Arabic Language Section, Directorate of Curricula, Bahrain: Ministry of Education, [1993]
- Evaluation under integration/ Ali Mohammad AlRahmani .- Bahrain: Mininstry of Education, Directorate of Curricula, 1993

- Integrated approach in Arabic language teaching / Merza Omran, Zaki Makram.- Bahrain: Ministry of Edcuation, Directorate of Curricula, 1993
- Arabic language curriculum project for secondary education / Arabic language Section, Directorate of Curricula .- Bahrain: Ministry of Education, 1992
- Applied activities for general teaching guides in Arabic language field / yousef Alsafati, Yousef Alzaeri, Khalid AlAjooz .- Bahrain: Ministry of Education, Directorate of Curricula, 1990
- Mid-term tests specifications for the credit hours system / Arabic language Section, Directorate of Curricula .- Bahrain: Ministry of Education, 1989
- Developmental and innovative aspects in Arabic language curriculum of secondary education / Arabic Laugage Section, Directorate of Curricula .- Bahrain: Ministry of Education, [198?]

Source(s) [60] : Publications above; and
Arabic Language Section (Intermediate and secondary education) / Directorate of Curricula - Ministry of Education (written inforamtion)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Arabic Language Teaching by Integrated approach in the Third Cycle of Basic Schools

Project title/field [30]	:	**Arabic Languae Teaching by Integrated Approach in the Third Cycle of Basic Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Arabic Language Section (Intermediate and Secondary Education) / Direcotrate of Curriculua - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Arabic Language Curriculum (Intermediate and secondary education) Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 78,000 (US $ 206,349)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists for Arabic language syllabuses (13); teachers (344)
Starting date [9]	:	1989/90
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Intermediate school students; intermedidate school teachers
Information on learners [47]	:	27102 third cycle basic school students (13654 boys and 13448 girls in 47 intermediate schools - 24 boys and 23 girls -)

Activities [95] : The Directorate of Curricula has a) set up the Arabic language curriculum project, defined its objectives, content, skills, teaching methods and evaluation methods; b) compiled textbooks taking into consideration units system, as each unit represent one of curriculum fields; c) held individualised and group meetings with teachers and principals involved in the project to clarify the concept of integrated approach and help teachers to implement it; d) organized teacher training courses and workshops on units planning and implementation, and building short and omnibus tests according to the integrated approach; e) helped teachers to prepare and design intructional aids; f) organized exchange visits among teachers and other educatonal visits to some institutions and establishments; and g) helped teachers to evaluate students performance according to the new grading system.

Background [52] : In the framework of Arabic language development and coping with the new educational directions, the Arabic Language Section has proposed to present Arabic language as an integrated unit, taking into consideration integration in the educational experience. The modern curricula consider the learner as a core of instructional process and seek to achieve his personality integration and development, thus the language is presented as an integrated unit dealt with according to its four arts (listening, speaking, reading and writing).

Objectives [51] : a) To present Arabic language as an integrated unit dealing with it according to its four skills and arts (listening , speaking, reading and writing); b) to stimulate students' interest in Arabic language by presenting it in a new method that help them to master basic language skills, accustom them to read and link them with life situations and problems; and c) to develop teachers' efficiencies, encourage and motivate them to use various learning resources in order to improve and develop their levels and

efficiencies in teaching.

Description [34] : The main innovative characteristics of the project are: a) presenting Arabic language as an integrated unit; b) defining basic skills for each of language arts; c)taking into considering writing and listening skills and the wayof using them; d) considering the textbook as one of various learning resources; e) presenting language through different fields presented by new books; f) using educational technologies to achieve the developed curricula objectives; g)presenting the subject matter in a functional form by using texts and examples; and h) adopting the principle of self- learning and problem solving method. The steps carried out in executing the project are as follows: a) preparation of develped curricula project for Arabic language includes objectives, content, skills, teaching methods and evaluation methods; b) compilation of develope textbook and preparation of references and book lists; c) hold teacher training course for those involved directly in the project; d) trying the project in two schools in 1989/90; e) expansion of the trail to include 12 chools by year 1990/91 and adding another school in 1991/92; f) generalization of the developed curriculum by applying developed textbook for first grade students of intermediate schools in 1992/93; g) continuous follow-up by specialists supervising the implementation of the project; h) continuous application of develped textbooks year after year until their generalization in 1994/95; i) collection of notes and suggestions from the field by following-up the application of textbooks and modifying them in the light of the notes and comments; and j) help teachers to face the problems caused by project implementation by providing them with all needed instructional materials and guidance.

Plans for going to scale [43] : The Directorate of Curricula has set up a generalization plan for the develped curriculum. The plan was strarted with a trial stage then gradual

generalization after the provision of all the necessary requirements for the implementation such as textbooks, teacher training, instructional materials..etc.

Policy commitment/support [46] : The Ministry of Edcuation is supporting this project completelty by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to those involved directly in Arabic language teaching by holding individual and group mettings to explain the new methodology and encourage them to exchange experiences.

Impact [53] : Teachers reaction towards the developed curriculum was positive. It has been shown that they have interest in understanding the methodology; readiness and enthusiasm in applying the new method, and contact with each other to exchange experiences. Students reaction was also positive as indicated in their response to a questionnaire prepared for this purpose, they were satisfied with the new method and textbooks.

Evaluation [44] : An evaluation form was prepared at the beginning of the project trial to evaluate the new Arabic language textbooks, and a questionnair was prepared to investigate students' opinions about the new textbook and teaching method. In the mean time, an academic research is carrying out to evaluate teachers performance on using the integrated approach.

Weakness / risk factors [45] : Since the developed curriculum depends on the availability of learning resources, lack of necessary books, references and other materials was the most difficulty met by the project. Overloaded classes and lack of teacher training programme were another risk factors.

Replication from [56] : New educational theories and developed linguistic studies that consider language as an integrated system

Replication to [57] : -

Keywords [13] : Mother tongue instruction; Arabic language; intermediate school curriculum; curriculum development; materials preparation; teaching methods; textbooks; teacher training; Bahrain

Bibliography [58] : -

Project publications [16] :

- Arabic language curriculum project for basic schools / Directorate of Curricula.- Bahrain: Ministry of Education, 1993
- Report on the implementation of integrated approach in intermediadte schools/ Arabic Language Section, Directorate of Curricula.- Bahrain: Ministry of Education, [1993]
- Proceedings of the training course for Arabic language teachers of intermediate schools on the developed curriculum (Bahrain, October 1993)
- Proceedings of the second training course for Arabic language teachers of intermediate schools on the developed curriculum (Bahrain 2 - 12 December 1991)
- Proceedings of the first training course for Arabic language teachers of intermediate schools on the Arabic language teaching methods (Bahrain, 1988 - 1989)
- Arabic language teacher guidebook / Directorate of Curricula.- Bahrain: Ministry of Education, 1991
- Applied activities for gereral teacher guidebook in Arabic language of intermediate and secondary schools / Yousef Alsafti, Yousef AlZaer, Khalid AlAjooz.- Bahrain: Ministry of Education, Directorate of Curricula, 1990
- Integrated approach in Arabic language teaching: reference paper / by Ahmad Ali Marzooq, Khalid AlAjooz.

Source(s) [60] : Publications above; and
Arabic Language Section (Intermediate and Secondary Educaton) / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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EDUCATIONAL INNOVATIONS IN BAHRAIN

The Development of English Language Syllabuses in Basic and Secondary Schools

Project title/field [30]	:	**The Development of English Language Syllabuses in Basic and Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods ; content
Responsible body(ies) [05]	:	Foreign Language Section/ Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Foreign Languages Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists of English language syllabuses (7)
Starting date [9]	:	1996/97
Completion date [32]	:	1998/99
Target group(s) [48]	:	Secondary school students; primary school students; intermediate school students; secondary school teachers; primary school teacheres; intermediate school teachers .
Information on learners [47]	:	All secondary school students in Bahrain general secondary schools ; and all basic school students (second and third cycles only)
Activities [95]	:	The Directorate of Curricula has revised, tested and modified new textbooks for secondary education; tested a new series in English for primary education

and another for intermediate education, aimed at modifying the materials and generalizing the experiment upon its success; and established teacher training programme on applying the new approach of English teaching .

Background [52] : Responding to the new trends in teaching English as a foreign language and avoiding the weakness in current syllabus which focuses on lingustic skills in spearated courses, a project on developing English language syllabuses was set up by the Foreign Language Section at the Directorate of Curricula. This project is characterized by filling the gaps in the current syllabus through focussing on linguistic skill intergation and correlation .

Objectives [51] : To consolidate and expand the linguistic knowledge and skills acquired in the previous classes; and develop an appropriate level of competence in the use of English to achieve communication .

Description [34] : The design of the syllabus take into account the merits and demerits of the various TEFL approaches and the role of both the teacher and the learner. The approach adopted in this syllabus is called " eclectic approach" ; however it emphasises on integration and correlation principles and tends to lean towards a more communicative functional approach to teaching Englsih . Thus, it may be called a " multi-syllabus approach". This approach is helpful in using the lanaguage in different everyday situations

Plans for going to scale [43] : The developed syllabus for secondary education will be generalized after writing the textbooks during 1996-1997 and will be tried during 1996/97-1998/99; and new textbooks for basic education will be tested in 1995/96 - 1997/98 and will be generalized in 1996/97 - 1998/99 .

Policy commitment/support [46] : The government of Bahrain represended in the Ministry of Education is supporting this project completely by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the intended audience by holding meetings with senior teachers of English language and through publicizing in local press.

Impact [53] : The syllabus was studied by the senior teachers of English in secondary schools who welcomed the change to skill-integration after having used the skill focussed materials for four years.

Evaluation [44] : The syllabus was presented to the English Teaching Advisory Committee and related professors at Bahrain University and revised according to their comments.

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Teaching English as a foreign language; TEFL; textbooks; second language instruction; language skills; Bahrain .

Bibliography [58] : -

Project publications [16] : -

Source(s) [60] : Foreign Language Section / Directorate of Curricula - Ministry of Education (written inforamtion)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Developing Intermediate School Mathematics

Project title/field [30]	:	**Developing Intermediate School Mathematics**
Co-operating Countries [19]	:	Gulf States (Bahrain; Kuwait; Oman; Qatar; Saudi Arabia; UAE)
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Basic School Mathematics Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Basic School Mathematics Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 40,000 (US $ 105,820)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists of basic school mathematics
Starting date [9]	:	1992/93
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Intermediate school students; intermediate school teachers
Information on learners [47]	:	All intermediate school students in public schools (grades one through three)
Activities [95]	:	The Directorate of Curricula has prepared basic school mathematics project document; compiled local textbooks and modified unified intermediate school textbooks; established teacher training course on the application of developed textbooks; set up long-range programme for mathematics teacher training in order

to upgrade the efficiencies of those who do not hold bachalor degree; and participated with teachers in preparing instructional materials according to the strategy of master learning.

Background [52] : The current unified curriculum is an outcome of long development process lasted for more than twenty years with the introduction of modern mathematics. Due to the continuous evaluation results of the curriculum, the current curriculum has came to overcome the weakness factors such as unbalance between concepts and skills. The project is responding the Ministry's policy of intermediate education development according to the time schduale started with primary educaton development since 1986/87 and extended to include first grade of intermediate education in 1992/93 and so on.

Objectives [51] : a) To provide students with mathematical sound knowledge necessary for various fields; b) to acquire students with basic mathematics skills necessary for daily life; c) to acquire students with intellectual thinking methods used in mathematical proof and problem solving; and d) to acquire students with positive values and attitudes such as accuracy, organization, self-confidence, perseverance and objective judgment.

Description [34] : The unified curriculum of intermediate school mathematics is considered as an essence of two curricula experience, one is a local developed curriculum and the other is a unified and developed one at the Arabian Gulf countries level. Basic School Mathematics Section has tested both curricula in each grade and evaluated the results where the advantages of each curriculum have been integrated. The most significant innovative characteristic of the curriculum that it is a result of local and world views and practices represented in: mathematics are phenomena modeling, communication language, content and structure, thinking method and means for

implementation and application end. From this point, the curriculum has considered the following aspects: mathematical sense; mathematical patterns; mathematical correlations; mathematical connection; problem solving and mathematics application. Added to that, the curriculum has considered the development of teaching-learning strategies and students evaluation bases and instruments.

Plans for going to scale [43] : The curriculum has been implemented and generalized in each grade of intermediate school according to the prepared time plan

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely from its trial phase until generalization by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to those involved directly by providing them with educational-instructional bulletins about the curriculum innovations and holding workshops on preparation of evaluative and instructional materials that agree with the desired directions.

Impact [53] : Concerned teachers are applying the innovative trends in the curriculum with self-desire specially that related to students evaluation such as preparation of prerequisite lists for teaching any mathematical topic and ensure the students' mastery before starting a new topic

Evaluation [44] : The project is evaluated by continuous follow-up

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Mathematics instruction; intermediate school mathematics; intermediate school curriculum; curriculum development; materials preparation; teaching methods; textbooks; teacher training; modern mathematics; mathematics; Bahrain

Bibliography [58] : -

Project publications [16] :
- Basic school mathematics document / Direcotrate of Curricula .- Bahrain: Ministry of Education, [199?]
- Mathematical prerequisite for teaching mathematics topics in third grade of intermediate school: second term / by a group of mathematics teachers.- Bahrain: Ministry of Education, Direcotrate of Curricula, 1990
- Intermediate school mathematics textbooks (Three textbooks were compiled from 1992 - 1994, each for one intermediate grade)

Source(s) [60] : Publications above; and
Basic School Mathematics Section / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Unified and Developed Curricula for Basic School Mathematics

Project title/field [30]	:	**Unified and Developed Curricula for Basic School Mathematics**
Co-operating Countries [19]	:	Gulf States (Bahrain; Kuwait; Oman; Qatar; Saudi Arabia; United Arab Emirates)
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	The Gulf Arab States Educational Research Centre (GASERC); Directorate of Curricula at the Ministries of Education in the Gulf States.
Responsible body's address [06]	:	a) The Gulf Arab State Educational Research Centre, P.O.Box 12580, AlShameya 71656, Kuwait. Tel 8430766 - 4830428 - 4831607 Fax 4830571 b) Directorate of Curricula, Ministry of Edcation P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Basic School Mathematics Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Arab Bureau of Education in the Gulf States (ABEGS) - Saudi Arabia -
Funding (amount) [36]	:	BD 357,210 (US $ 495,000) - for both unified mathematics and sciences -
Funding (source) [35]	:	National budget for education in each Gulf States
Staffing [11]	:	Specialists of basic school mathematics in Bahrain (14); mathematics experts in the Gulf Arab States
Starting date [9]	:	1986/87
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Basic school students (primary school students; intermediate school students)

Information on learners [47] : 50554 primary school students (29786 boys and 20768 girls); 26963 intermediate school students (13515 boys and 13448 girls)

Activities [95] : Since 1986/87, the Directorate of Curricula in Bahrain has tried and generalized all the mathematics textbooks for basic schools; held teacher training courses; followed-up the trial by visiting classes, holding meetings ..etc.; evaluated the trial by using project evaluation tools; analysed evaluation outcomes and wrote the final report; and modified and printed textbooks (at Bahrain level)

Background [52] : The seventh conference of Ministers of Education in Gulf Arab States held in Oman (22 - 24 March 1983) has approved the GASERC's plan of 1984 and 1985, and the sixteenth session of the Executive Council of ABEGS held in Kuwait (28 - 29 May 1984) has adopted a resolution regarding the application of unified and developed curriculum and textbooks in mathematics for basic schools.

Objectives [51] : To unify basic school mathematics throughout the Gulf Arab countries

Description [34] : The GASERC has set up the project plan and prepared the trial and evaluation materials in accordance with the following steps: a) studying the situation of mathematics teaching in each country; b) forming two committees for project materials compilation of textbooks, teacher guidebooks and activities books. Two or four specialists elected by each country to participate in these committees. The first committee has prepared the materials for first throughout fourth grades and the second for fifth throughout ninth grades. Each committee holds first meeting to study the work plan and each member prepares the required part and sends it to the GASERC; c) holding a second meeting for the compilation committee to discuss and modify the works projects; d) organizing training programme for

the project leaders in each country to carry out local training in their own countries; e) trying and evaluating the materials in each country and generalizing after two years of trial.

Plans for going to scale [43] : The GASERC has set up a previous plan defined the time of trial and generalization, as each textbook is generalized after two years trial.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project through financial and moral contributions.

Publicizing/promotion [54] : The project has been made known to the teachers by holding initial meetings to explain the project objectives and materials as well as holding training courses.

Impact [53] : Not shown

Evaluation [44] : Basic school mathematics section is preparing annual reports on the trial process in each grade as well as the advantages and disadvantages of the trial together with the required modifications in order to be able to generalize those materials in Bahrain.

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Mathematics instrucation; primary school mathematics; intermediate school mathematics; basic school curriculum; curriculum develpment teaching methods; textbooks; teacher training; mathematics; Bahrain

Bibliography [58] : -

Project publications [16]	:	Basic school mathematics textbooks (Nine textbooks were compiled, each for one grade of basic schools)
Source(s) [60]	:	Basic school Mathematics Section / Direcotrate of Curricula - Ministry of Education (written information)
Filled by [59]	:	Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist Educational Documentation Section Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Unified and Developed Curricula for Basic School Sciences

Project title/field [30]	:	**Unified and Developed Curricula for Basic School Sciences**
Co-operating Countries [19]	:	Gulf States (Bahrain; Kuwait; Oman; Qatar; Saudi Arabia; United Arab Emirates)
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Arab Bureau of Education in the Gulf States (ABEGS); Directorate of Curricula at the Ministries of Education in the Gulf States.
Responsible body's address [06]	:	a) Arab Bureau of Education in the Gulf States, P.O.Box 3908, Riyadh 11481, Saudi Arabia Tel 4789889 / 4774644 Fax 4783165 b) Directorate of Curricula, Ministry of Education, P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Basic School Sciences, Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 357,210 (US $ 495,000) - for both unified mathematics and sciences -
Funding (source) [35]	:	National budget for education in each Gulf States
Staffing [11]	:	Specialists of basic school mathematics in Gulf Arab States
Starting date [9]	:	1986/87
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Basic school students (primary school students; intermediate school students)

Information on learners [47] : 50554 primary school students (29786 boys and 20768 girls); 26963 intermediate school students (13515 boys and 13448 girls)

Activities [95] : The Directorate of Curricula in Bahrain has a) held teacher training programme on teaching science textbooks; b) followed up the trial by visiting classes, and holding meetings..etc.; and c) modified science textbooks and teacher guidebooks in the light of trial outcomes.

Background [52] : The resolution no 2/1/34 of the Eighth Conference of Ministers of Education in Gulf Arab States held in March 1985 has stated to set up developed science textbooks for general school levels in the member states; and the resolution no. 3 of the Executive Council of ABEGS held in March 1986 has approved the strategy regarding the application of unified and developed textbooks in science for basic schools in the member states in accordance with defined time schedule included trying, evaluating and generalizing the unified curricula and textbooks starting by first primary grade. The Ministry of Education in Bahrain has carried out all the required procedures to implement the project.

Objectives [51] : To unify basic school science throughout the Gulf Arab States.

Description [34] : Science textbooks and teacher guidebooks were compiled for each grade of basic schools by committee members from Gulf Arab States under the supervision and execution of the ABEGS. Science textbooks units were tried in some schools for one academic year, evaluated, modified in the light of the trial and then generalized.

Plans for going to scale [43] : The ABEGS has set up a previous plan defined the time of trial and generalization, as each textbook is generalized after one or two years of trial.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project through financial and moral contribution.

Publicizing/promotion [54] : The project has been made known to the teachers involved in science teaching by holding meetings and training courses concerning the analyses of textbook units and implementation and evaluation strategies.

Impact [53] : Students have acquired scientific thinking such as investigation, problem solving and applying experiences in daily life.

Evaluation [44] : The ABEGS and Basic School Science Section in Bahrain have evaluated the unified and developed science textbooks by using a number of evaluation instruments such as achievement tests, questionnairs .. etc.

Weakness / risk factors [45] : Not shown

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Science instruction; primary school science; intermediate school science; basic school curriculum; curriculum development; teaching methods; textbooks; teacher training; Bahrain

Bibliography [58] : -

Project publications [16] : Basic School science textbooks (Nine textbooks were compiled each for one grade of basic schools)

Source(s) [60] : Basic School Science Section / Direcotrate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Developed Social Studies Curricula

Project title/field [30]	:	**Developed Social Studies Curricula**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Social Studies Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Social Studies, Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 275234 Fax 243472
Co-operating body(ies) [55]	:	GeoProjects Foundation, Jan Dark St., Beirut, Lebanon
Funding (amount) [36]	:	BD 1,489,924 (US $ 3,941,597)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists of social studies curricula (10); experts (10)
Starting date [9]	:	1992
Completion date [32]	:	1997
Target group(s) [48]	:	Primary school students; intermediate school students; secondary school students; social studies teachers
Information on learners [47]	:	All the primary, intermediate and secondary school students and teachers in public schools.
Activities [95]	:	The Ministry of Education has organized a) regular meetings with GeoProjects experts, specialists of social studies curricula and some specialists of other sections at the Directorate of Curricula; b) visits and

teacher training courses; c) teachers meetings to follow-up and evaluate the implementation of new textbooks; and d) exchange visits among curricula specialists and GeoProjects experts.

Background [52] : Since 1992/93 the Ministry of Education has implemented social studies curricula development plan in all three levels of education within the Ministry's plan of curricula development to cope with the development and innovation of educational system in Bahrain such as the introduction of credit hours system into secondary schools. Due to the engagement of Bahraini specialists of social studies with other tasks, the Ministry has sought the assistance of people of experience in curricula development and textbook compilation outside Bahrain.

Objectives [51] : Concerning the students, the project aimed at acquiring students with concepts, knowledge and skills to be able to understand their society, Arab nation and the world; providing them with Arab and Islamic culture; and encouraging them to apply self-learning and investigation approaches; and concerning the teachers, the project aimed at helping them to correlate, integrate and provide experiences in a correlated unit in order to support the principle of knowledge unity and to dissolve the classified subject matters divisions.

Description [34] : The Ministry of Education has formed several specialized committees to set up a developmental plan for social studies curriculum and prepare project document. The plan consists of three phases included the implementation of new social studies curricula at all levels of education as follows: a) first phase (1991/92) for fourth primary grade, first intermediate grade and two courses of study in secondary school (demography and contemporary issues and problems); b) second phase (1993/94) for first and fifth primary grades, second intermediate grade, and

two courses of study in secondary school (The Arab World and modern and contemporary history of the world); c) third phase (1994/95) for second, thrid and sixth primary grades, third intermediate grade, and three courses of study in secondary school. The third phase is charaterized by introducing social studies in second and third primary grades for the first time in Bahrain.The Directorate of Curricula followed a distinguished approach in this project, as new textbooks are presented in a preliminary expermental edition. Strength and weakness factors are spotted and modified in the second and third experimental editions and finally a fourth edition is approved. In this concern, the final edition of fourth primary and first intermediate grades textbooks were approved in 1995/96 according to the first phase plan, and the other final editions will become established within five years from 1995/96. On the other hand, the Social Studies Section at the Directorate of Curricula is organizing training workshops for those involved directly in the project aimed at acquainting teachers with new curriculum and textbooks and acquiring them with such skills to apply these textbooks with the emphasis on approaches and methodology by analysing the new curriculum and applying selected instructional situation.

Plans for going to scale [43] : The generalization of developed social studies curriculum is under preparation by identifying the implementation requirements such as teaching materials and aids and organizing teacher training courses. So far, the project is implemented according to the plan.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirements such as experts, textbooks, teacher guidebooks ..etc.

Publicizing/promotion [54] : The project has been made known to the public through local newspapers and to the teachers by organizing meetings with them at the beginning of each year aiming at acquanting them with the application procedures of the developed curriculum.

Impact [53] : The project was accepted by students, teachers and parents. It was affected them positively, despite the variety of their opinions, view points and suggestions regarding the project.

Evaluation [44] : The comprehensive evaluation of developed social studies textbooks starts in 1995/96 lasting for three years. The evaluation is based on basic fundamentals aiming at evaluating the curriculum from educational, instructional, academic and linguistic aspects to reach the curriculum in its final edition. The evaluation instruments consist of textbook content analysis, restudying basic issues in those textbooks aiming at modifying, developing or omitting them; holding meetings with teachers; designed written form aiming at collecting teachers notes and suggestions regrarding the topics being taught; preparation of a set of student evaluation tests aiming at assessing students' mastery.

Weakness / risk factors [45] : a) Lack of instructional aids required to implement the project; b) lack of academic references and resources in shcools; c) shortage of supervisors to follow up the project; and d) non-specialization of many teachers in social studies specially those teaching second cycle of basic schools.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Social studies; geography; history; civic education; textbooks; curriculum development; teacher training; primary school curriculum; intermediate school curriculum; secondary school curriculum; credit

system; demography; Bahrain

Bibliography [58] : -

Project publications [16] :
- Social studies curriculum project for basic schools / Directorate of Curricula .- Bahrain: Ministry of Education, [199?]
- Social studies curriculum for secondary schools (credit hours system) / Direcotrate of Curricula .- Bahrain: Ministry of Education, 1993
- Basic school and secondary school textbooks compiled by GeoProjects Foundation's experts and a group of sepcialists at the Directorate of Curricula in Bahrain, published by the Ministry of Education during 1992 - 1994 (9 textbooks for basic schools and 9 textbooks for secondary schools)

Source(s) [60] : Social Studies Section / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Environmental and Health Education

Project title/field [30]	:	**Environmental and Health Education**
Co-operating Countries [19]	:	Jordan; Sudan; Egypt; Moroco
Area(s) of innovation [33]	:	Curriculum, methods
Responsible body(ies) [05]	:	WHO; UNICEF; UNESCO and Basic School Science Section / Directorate of Curricula - Ministry of Education (Bahrain)
Responsible body's address [06]	:	WHO, Geneva - Switzerland; WHO Regional office for Middle East and North Africa; Alexandria - Egypt; UNICEF Regional Office in Riyadh - Saudi Arabia; Ministry of Education, P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	- Dr. AbdulRazaq Hussain AlJazaeer / Directorate of WHO Regional Office for Middle East and North Africa, Alexandria - Egypt. - Mrs. Khatoon Hameed Sanqoor / Senior Specialist for Basic School Sciences The National coordinator of the project in Bahrain, Directorate of Curricula, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel. 244019 Fax 243472
Co-operating body(ies) [55]	:	Ministry of Health (Bahrain)
Funding (amount) [36]	:	BD 90.000 (US $ 238,095)
Funding (source) [35]	:	Bahrain national budget for education; and UNICEF Regional Office budget (Riyadh)
Staffing [11]	:	Curriculum specialists (6); coordinators of primary school subject matters (130)
Starting date [9]	:	1989
Completion date [32]	:	2000

Target group(s) [48] : Primary school students

Information on learners [47] : 50554 primary school students (29786 boys and 20768 girls)

Activities [95] : The Ministry of Education in Bahrain has a) formed a committee comprised of specialists in both Ministry of Education and Ministry of Helath; b) prepared six educational resource books, a project national guidebooks; and a teacher guidebook; c) held meetings with 130 coordinators; and d) called officials and experts in the related field from various private and public sectors to participate and contribute in the teaching-learning process.

Background [52] : WHO, UNICEF and UNESCO have adopted the environmental and health education project in 1988, Bahrain has been selected as one of five pioneer countries to implement this project on primary school students before geralization all over the world. The Ministry of Education in Bahrain has adopted the projects's slogan "Health for all by year 2000" as an emphasis on the Ministry's policy towards curricula developemt in Bahrain based on integrating environmental and health education within the curricula in order to contribute in maintanting life existance and establishing better health society. The project was implemented in Bahrain class-teacher system schools (primary schools)

Objectives [51] : a) To enhance the concepts of environmental and health education in all subject matters; b) to contribute in disseminating health awareness, develop individual and group health sound knowledge and exchange experiences between home and school; c) to strengh the relationship between school and community establishments to develop local environment, utilize its resources reasonably for the benefit of the individual, community and environment and promote the school and home contribution in building an integrated individual character; and d) to

inculcate environmental awareness in the students to be able to perform their roles in the environmental protection and improvement.

Description [34] : The project implementation was started by analysing the programme comprehensively, integrating environmental and health education as an integral part of all the curriculum courses and school activities, making the school to participate in health services in order to promote health status in the society. Eight resources were selected for health education project for each school, namely, national guidebook describing project's objectives, phases, preparation and planning; teacher guidebook and six references in addition to checklist chart of the project unit to be compared with the syllabus units in Bahrain, analytical table for primary school health education syllabus and a list of public and private bodies to contribute in the teaching-learning process. Primary school curriculum has dealt with most concepts of the project in a variety and sequental form in accordance with the level and depth of the topic. Teaching methods have focused on health concepts included in the current syllabus and enhanced by adding harmonised and integrated activities. Formative evaluation strategy was adopted to evaluate the project concepts by using various evaluation tools such as obervation, diagnoses forms, skills cards, personal interviews, daily works, and school project.

Plans for going to scale [43] : The prospective trend is to expand the implementation of the project in literacy and adult education centres as well as intermediate schools and class-teacher system programme at the College of Education University of Bahrain.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press) and by holding meetings, workshops..etc.

Impact [53] : Since 1989, the project has facilitate the dissemination of health awareness, development of the individual and group health knowledge, exchange of experiences between home and school, strengthen the relationship between teachers and community establishments to develop local environment and utilize its resources reasonably for the benefit of the individual and community, and enhancement of the school and home contributions in building individual personality.

Evaluation [44] : The project was evaluated in 1990/91, 1993/94 and 1994/95

Weakness / risk factors [45] : Not shown yet

Replication from [56] : Health and environmental education project (WHO, UNICEF and UNESCO)

Replication to [57] : Jordan, Bahrain, Sudan, Egytp, Moroco

Keywords [13] : Health education; environmental education; health programmes; health activities; health services; textbooks; teaching methods; science instruction; basic schools; primary schools; curriculum development; primary school curriculum; Bahrain

Bibliography [58] : Bahrain experience in the environmental and health education in formal and non-formal education / by Saeed AlYamani, Jasem Bunofel, Zuhair Radhi .- Bahrain : Ministry of Education, Directorate of Curricula, 1995 (report presented to the regional seminar on environmental and health education. Bahrain 9 - 13 July 1995).

Project publications [16] : Bahrain experience in primary school health and environmental education / Khatoon Hameed Sanqoor.- Bahrain: Ministry of Education, Directorate of Curricula, 1994

Source(s) [60] : Basic school Science Section / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Family-life Education in Boys Schools

Project title/field [30]	:	**Family-life Education in Boys Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Content; curriculum
Responsible body(ies) [05]	:	Family-life Education Section, Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Family-life Education, Directorate of Curricula - Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 258602 / 258595 Fax 243472 / 272936
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 99,480 (US $ 263,174)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists (6); technicians (4); teachers (40)
Starting date [9]	:	1990/91
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students, male; primary school students, male
Information on learners [47]	:	6016 secondary school students (boys) in all tracks except technical track; and 3704 primary school students (boys) - fourth through sixth grade - where the teachers are female.
Activities [95]	:	Meeting and teacher training programmes on teaching the subject-matter were established; and all the textbooks and instructional package were prepared.

Background [52] : The Ministry of Education has considered the importance of introducing family-life education in boys schools due to the rapid changes in the world as a whole which reflected on the Bahraini society and affected the family life system. The entrance of women into labour force and the development of socio-economic conditions led to the reduction of family size in Bahrain, it has changed from extended large family relies on family man into nuclear small self-independent family, therefore the responsibility of man in the family-life has also been changed as he has to cooperate and shoulder the family responsibilities and duties, so that family-life education in schools for both boys and girls will prepare them to be effective members in the family and society.

Objectives [51] : To teach boys family-life education concepts and skills same as that of girls; and to make students gain positive attitudes and skills to make students able to shoulder the responsibility of daily life.

Description [34] : Family-life education syllabus was tried in boys secondary schools as an optional subject matter. Studenst, teachers, principals and parents' view points were considered in setting up the appropriate topics to be studied. This trend has made the Ministry of Education to consider the introduction of family-life education in boys pre-secondary levels, thus subject matter units were built and tried in some schools with female teachers.

Plans for going to scale [43] : The Ministry of Education is continuing the inroduction of family-life education in boys schools gradually according to the availability of qualified teachers.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project financially and morally.

Publicizing/promotion [54] : The project has been made known to the intended audience by holding seminars and meetings as well as distributing informative bulletins to all schools.

Impact [53] : A survey was conducted to reveal the opinions of parents, students and administrative staff on this project. There were positive reactions towards teaching family-life education in boys schools because of its importance in changing the students' behaviour and help them in their daily life.

Evaluation [44] : The project has been evaluated in 1992/93 concerning the primary schools. Another evaluation is carrying out for secondary schools.

Weakness / risk factors [45] : Lack of qualified male teachers in this subject; and diffculty in providing well equiped labs for practical skills application.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Primary school curriculum; secondary school curriculum; credit system; family-life education; home economics; home economics teachers; Bahrain

Bibliography [58] : The reaction of primary school students in Bahrain towards the study of family-life education and its impact on their knowledge and skills / Baheya Abdulla Saleh .-M. A. Thesis, University of Helwan, 1986

Project publications [16] : Textbooks on family-life education for all grades of basic and secodary schools were compiled.

Source(s) [60] : Family-life Education Section, Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Designing and Production Course

Project title/field [30]	:	**Designing and Production Course**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Directorate of Intermediate and Secondary Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Specialist of Practical Studies, Directorate of Curricula, Ministry of Education P.O.Box 43, Manama - Bahrain Tel 273250 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 9,267 (US $ 24,515)
Funding (source) [35]	:	Projects incomes and private establishment donations
Staffing [11]	:	Supervisor (1); teachers (3)
Starting date [9]	:	1991/92
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students; boys
Information on learners [47]	:	123 secondary school students in six secondary schools throughout Bahrain
Activities [95]	:	The Ministry of Education has introduced the teaching of technical drawing and designing elements; carried out all the carpentary , metal and cereamic works in schools' workshops; and provided these workshops with raw and basic materials for designing and production.

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Background [52] : The government of Bahrain has observed the developmental movement in the country in various fields. Traditional industries was one of those fields that attained great attention, as the number of skilled workers in these industries is decreased and some of the industries just about to be vanished, added to that, the number of secondary school graduates is increasing rapidly without gaining such skills to be able to work in various companies and establishments in the country. Thus, the Ministry of Education has introduced this course of study as a contribution to set these industries in their right path in order to maintain their original identity, to create workloving generation, has learning readiness to be able to acquire actual, technical and practical skills, and to correlate education with economy and industry. This direction has came within the Ministry's policy towards secondary education development and link it to the students' needs and society's development requirements. The project was set up in collaboration with the Ministry of Development and Industry.

Objectives [51] : a) To give the students an opportunity to gain skills in designing and producing a product by their own hands, which will help them in their working life and get financial returns; b) to promote the practice of productive works in secondary schools; c) to vary the productive work fields in the society; d) to correlate education with industry and economy; and e) to maintain the continuity of traditional industries by providing national manpower.

Description [34] : Designing and production is a new elective course introduced in 1993/94. The students study the basic-technical and economic principles of designing productive projects and apply these principles on one selected by the students, so they practice the real designing and production of models since it is developed till it becomes marketable. Two periods weekly are allocated for this course in secondary schools. The students can continue their work outside

the class either in schools' workshop or other production sites. The financial returns of any product is belong to the students after deducting the raw material cost. Designing and production course contains two parts, the first one is theoretical, deals with technical, economical and marketability factors of the productive projects; and the second part is practical, deals with pilot and feasibility study of the projcet, then the students practice the real production of models together with their implementation, development application of quality specifications and marketing. Theoretical part is common for all students who opt for this course, taught by a specialised teacher. Assistance might be sought from outside the school to offer technical advise. The students are applying the experience they acquired practically under the supervision of specialists in the field.

Plans for going to scale [43] : The Ministry of Education represented by the Directorate of Intermediate and Secondary Education is carrying out the expansion of the course's activities by adding new activities, opening gradually more than one centre throughout the country according to the available resourses, and allowing girls' students to practice such activities in their schools.

Policy commitment/support [46] : The project has been made known to the public and intended audience through the mass media (T.V. radio and press) as well as by issuing a booklet on the project distributed throughout the State's Ministries and regional and international organizations. It describes the Ministry of Education's role in creating projects that serve the country and contribute in creating cooperation with other Ministries.

Impact [53] : The project was greatly accepted by students, parents and school administration as well as the society as there are many orders requesting students' products. Hotels and Tourism Projects Company in Bahrain are participating in marketing ceremaic products.

Evaluation [44] : Not done yet

Weakness / risk factors [45] : a) Non-availability of allocated budget to support the project; b) non-availability of incentives for teachers or students; c) teaching team drop out due to the long period of volunteering; and d) non-availability of workshops in most secondary schools.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Productivity; industrialization; economic policies; secondary school curriculum; economic development; handicraft; industry; production; courses; Bahrain

Bibliography [58] : -

Project publications [16] :

- Designing and production project for secondary education: administrative and financial report for 1993/94 / Yousef Ahmed AlNashaba .- Bahrain: Ministry of Education, [1994]
- Designing and production project for secondary schools / Yousef Ahmed AlNashaba .- Bahrain: Ministry of Education, 1994
- Designing and production course in secondary schools: an analytical view after one year of implementation (Third report) / Yousef Ahmed AlNashaba .- Bahrain: Ministry of Education, Directorate of Curricula, 1992
- Report on the implementation of designing and production course in secondary schools / Yousef Ahmed AlNashaba .- Bahrain: Ministry of Education, Dirctorate of Curricula, 1992
- Productive practical studies / Yousef Ahmed AlNashaba.- [Bahrain: Ministry of Education, 1991?]
- Productive practical studies in secondary education/ Yousef Ahmed AlNashaba .- Bahrain: Ministry of Educaion, [1991]
- Productive school / Yousef Ahmed AlNashaba .-

[Bahrain: Ministry of Education, 1990]

- Productive free practical study project in secondary schools for boys / Yousef Ahmed AlNashaba .- [Bahrain: Ministry of Education, 1990?]

Source(s) [60] : Publications above; and
Practical Studies Section / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Printed Advertisement in Secondary Education

Project title/field [30]	:	**Printed Advertisement in Secondary Education**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum
Responsible body(ies) [05]	:	Commercial Studies Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	The Programmer Coordinator / Commercial Studies Section, Directorate of Curricula, Ministry of Education P.O.Box 43, Manama - Bahrain Tel 261501 Fax 243472
Co-operating body(ies) [55]	:	Institute of Developmental Services AlSayyeda avenue - Shaheen Asi building P.O.Box 165-474, Beirut - Lebanon Tel 357-9-51441 Fax 357-9-5157-7
Funding (amount) [36]	:	BD 32,000 (US $ 84,656)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists (7); teachers (3)
Starting date [9]	:	1993/94
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students
Information on learners [47]	:	45 secondary school students; girls in one commercial secondary school (17 students 1993/94 group and 28 students 1994/95 group)
Activities [95]	:	The Ministry of Education has prepared and evaluated the syllabuses and textbooks; set up the project

implementation procedures;established study plan, labs and workshops; and appointed specialized teachers.

Background [52] : The local market in Bahrain was seeking for Bahraini manpower to work in printed advertisement filed. Therefore, the Ministry of Education has condsidered the necessity of launching this field of study to cover the local market demand of qualified personnel and to offer employment opportunities for Bahraini citizens. The project was launched in one secondary school for girls as a trial.

Objectives [51] : To graduate qualified technicians capable to work in advertisement field such as journalism, commercial press, photographic studios, and other commercial and industrial firms.

Description [34] : The Ministry of Education has decided to introuduce printed advertisement as a new study track for girls only to be implemented in a commercial secondary school (credit hours system) in 1993/94. The recruitment proedures have been carried out by appointing three teachers who teach fine arts, applied arts, photography, printing, drawing and computers. The syllabus has been prepared by the Institute of Developmental Services in Beirut. It includes courses on text arranagement, drawing by computers, printing techniques, manual drawing, pohotgraphy, and silk printing; together with theoretical courses on Islamic and world arts history, Bahraini art heritage, Arabesque, and Arabic and Latin calligraphy.

Plans for going to scale [43] : The project will be generalized depending on the local market demand.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience by organizing seminars for the intermediate school students who are expected to attend this track aiming at acquaint them whith this field of study and marketing it through press and field training.

Impact [53] : The students' reaction towards this field of study was negative at the beginning, due to the shortage of encouragable information coverage; while it was encouraged by private and public sectors due to their demand of qualified personnel in this field.

Evaluation [44] : The project is still under trial, so that not evaluated yet

Weakness / risk factors [45] : The textbooks adopt research approach more than as an easy subject matter; and non-availability of the project requirements on time.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Secondary school curriculum; applied education; commercial secondary education; printed advertisemnt; Bahrain

Bibliography [58] : -

Project publications [16] : -

Source(s) [60] : Commercial Studies Section / Directorate of Curricula; and Commercial Secondary Educatin Section / Directorate of Intermediate and Secondary Education - Ministry of Education
(written information).

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

The Introduction of New Courses into Physical Education for Secondary Education " Credit Hours system "

Project title/field [30]	:	**The Introduction of New Courses into Physical Educaton For Secondary Education - Credit Hours System -**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	Physical Education Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Specialist of Physical Education, Directorate of Curricula - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 234096/253526 Fax 243472
Co-operating body(ies) [55]	:	General Organization For Youth and Sports; University of Bahrain College of Education; and Bahrain Sports Institute.
Funding (amount) [36]	:	BD 75,000 (US $ 198,412)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists of physical education curriculum (7); teachers (93)
Starting date [9]	:	1989/90
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students; secondary school teachers
Information on learners [47]	:	16215 students in 25 secondary schools (7832 boys in 11 schools and 8383 girls in 14 schools)

Activities [95] : In harmonizing with the development of education system in Bahrain, the Ministry of Education has adopted the credit hours system in secondaary schools as a core to serve the basic function of this level of education and fulfil the comprehensive development requiremnts. Sport was one of the areas that took its place within developed secondary education and became a distinguished feature in the new system. School sport concepts were modified to cope with the world developments in physical education, and new sports were introduced within the curriculum in order to solve the problem of students' refusal in practicing physical education and treat some weakness factors in physical fitness level

Objectives [51] : a) To present physical education in a form that ensures the students' positive participation and self-learning; b) to expand students' practice base and concern other sports in the curriculum; and c) to pay more attention to the talented in this area of study.

Description [34] : The developed physical education curriculum has been implemented to make students able to study specialized courses in this field. Compulsory and elective programmes are offered that agree with students' abilities and readiness and the integrated curriculum of each course which includes the objectives, content, teaching-learning and evaluation methods as well as specialized textbooks and teachers. The study was organized in line with the formative evaluation adopted by the Ministry. Two credit hours were allocted for each course of study all around the semester. Physical education programme includes common courses contain physical training and basic skills, basic sports (athletics or gymastics), group games (football for boys, basketball, handball and volleyball); and elective courses contain swimming, racket games, artistic practice and movement expression (for girls) and field injuries and first aids).

Plans for going to scale [43] : The project was expanded gradually until it covered

all the schools by the academic year 1993/94.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press) as well as lecturing in schools, issusing materials on the project and covering all the activities.

Impact [53] : The project has faced with some rejection by a number of physical education teachers due to the new additional work load. They have accepted the project gradually with the publicizing campaign. Most of the project's supporters are enthusiatic young people and parents who care about their children health.

Evaluation [44] : The Physical Education Section at the Directorate of Curricula is about to prepare a comprehensive evaluative study.

Weakness / risk factors [45] : a) Lack of finanical resources; b) lack of qualifications of teaching staff; c) lack of allocated hours for each course; and d) heavy teaching load.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Physical education; textbooks; physical education teachers; curriculum development;

Bibliography [58] : Report on the achievements of Physical Education Section during 1978/79 - 1992/93 Bahrain: Ministry of Educaton, Directorate of Curricula, Physical Education Section, [1994]

Project publications [16] : - Developed physical education curriculum of

secondary education: Credit hours system / Physical Education Section.- Bahrain: Ministry of Education, Directorate of Curricula, 1991.

- Physical education curriculum of secondary education: Credit hours system.- Bahrain: Ministry of Education, Directorate of Curricula, 1993.
- Nine teacher guidebooks were compiled

Source(s) [60] : Publications above; and
Physical Education Section / Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Introducing Computers as a Subject and a Tool into Secondary Schools

Project title/field [30]	:	**Introducing Computers as a Subject and a Tool into Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Curriculum; methods
Responsible body(ies) [05]	:	The Executive Committee for Introducing Computers into Secondary Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	The Under-secretary for Curricula and Training, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 680091 Fax 680163
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 68,040 (US $ 180,000) annually
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Committee chairman (1); the executive committee members (15)
Starting date [9]	:	1993
Completion date [32]	:	1996
Target group(s) [48]	:	Secondary school students; secondary school teachers
Information on learners [47]	:	23,340 students in 26 secondary schools (11,735 boys and 11,605 girls); and 2000 secondary school teachers of various specializations, 250 teachers are trained every year.
Activities [95]	:	The Ministry of Education has organized computer teacher training on new software and teaching methods; compiled computer textbooks; organized teacher training courses on using computers and

application software; established standarized computer laboratories in secondary school; and set up and implemented experimental projects of using computers as an instructional tool in other levels of education

Background [52] : The Ministry of Education has concerned with the application of new educational technologies to improve teaching-learning methods and approaches and to acquaint students with modern technological means. Thus, the Directorate of Curricula has presented a study regarding the introduction of computers in schools, acquainted itself with the experience of many other countries in this field, and sought the advice of experts and other institutions inside and outside Bahrain. As a result, the project of introducing computers into secondary schools was adopted by the Ministry as a trial in 1983. The reasons of selecting this level of education to implement this project are: there is a connection between secondary education, labour market and universities; students' maturity in this level; considering the experiences of Arab and foreign countries in this field; availability of optional courses within the study plan of secondary education, and the availability of special periods for practicing such activities. Prior to the implementation of the project, the Ministry has sought the assisstance of specialised consultative team from Bahrain Gulf Polytechnic (College of Engineering currently) to provide an advice and experience in project planning, implementation and evaluation.

Objectives [51] : a) To intorduce computers into secondary schools by presenting computer characteristics and utility personally and educationally; b) to use computers as assisted tool by both teacher and student with an emphasis on teacher positive role inside the classroom; c) to develop and strengthen student's critical thinking and analytical abilities skills and to apply modern technology in instruction.

Description [34] : A committee to study the introduction of computers into secondary school curriculum has been formed on 15 April 1984, consisted of computer administrators and technicians at the Ministry, a number of specialist faculty at the University of Bahrain and a number of secondary school principals. The committee has set up the following bases to build up the project: a) adopting the latest of computers in education; b) adopting Arabic language in the curriculum; c) ensuring the continuous interaction between educators and computer specialists; and d) preparing the manpower capable to implement the project. The plan was included two main areas related to the introduction of computers, first as a subject matter and second as a tool. Computer studies as a subject matter was tried in 1985/86 in commercial secondary schools which provided with all the facilities and manpower such as computer laboratories, curriculum, textbooks and teachers. In 1986/87, the trial was expanded to include other branches of secondary education (sciences and literary) and generalized in 1988/89 to cover all secondary schools. Since 1988/89, the introduction of computer as a tool was tried in some schools.

Plans for going to scale [43] : The Ministry of Education is planning to expand computer literacy and computer as an instructional tool for both primary and intermediate education by year 2010.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by allocating continuous annual budget and providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience by holding meetings, symposia, workshops and conferences on the subject as well as covering all related activities in local newspapers.

Impact [53] : The project was accepted and supported by teachers, students and administrators.

Evaluation [44] : The project is constantly being evaluated through field visits, questionnaires and interviews. In 1987/88, the proejct has been evaluated comprehensively in two areas: the curriculum and students achievement. Another evaluation has been carried out as a feedback process in 1988/89, included three elements: teachers, learning resources and teaching-learning process.

Weakness / risk factors [45] : a) Insufficient budget; b) insufficient number of qualified staff; c) lack of good educational software in Arabic.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : computers; secondary school curriculum; computer assisted instruction; computer literacy; computer science; Bahrain

Bibliography [58] :

- Proceedings of tenth annual conference: Using computers in education (Bahrain 19 - 12 September 1994)
- Proceeding of symposium on using computers in general education (Bahrain 5-8 November 1988)
- Proceedings of international symposium on transfer of computer technology (Jordan, November 1987)
- Viewpoints of secondary school teachers and students on the introduction of computers into the secondary schools of Bahrain / Samir Q. Fakhro, **Journal of Computer-Based instruction**, vol. 14, no. 3, 1987
- Computer education in Bahrain Secondary Schools/ Samir Q. Fakhro, Farouq I. Chaudhry, **Journal of Computers and Education**, vol. 4, no. 4, 1986, pp 439 - 443

Project publications [16] : -

- Ministerial decree No. 10/168-1/84 dated 15 April 1984 concerning the formation of a committee to study the introduction of computers into secondary school curriculum.
- Ministrial decree no. 15/168-1/89 dated 11 April 1989 concerning the formation of the Executive Committee to introduce computers into secondary education
- Ministrial decree no. 23/168-1/90 dated 10 March 1990 concerning adding new members in the Executive Committee.
- Report on the implemtation of computer curriculum in pilot schools/ Sameer Elia
- Report on the implementation of computers curriculum in schools / Sameer Elia AlQamas .- Bahrain: Ministry of Education, Direcotrate of Curricula, 1988
- The introduction of computers into secondary school curriculum in Bahrain / Ebrahim Yousef AlAbdulla **Applications of Educational Computers** (proceedings of a symposium organized by ISESCO in Rabat, Morocco 5 -9 January 1987) pp 73 - 76
- Computer curriculum symposium: final report .- Bahrain: Ministry of Education, Directorate of Curricula, 1990
- Computer training course for curricula specialist: final report .- Bahrain: Ministry of Education, Directorate of Curricula, [1990]
- Computer basics / Fatima Al-Balooshi ..et al.- Bahrain: Ministry of Education, Direcotrate of Curricula, 1994
- Training workshop on computers teaching methods: final report .- Bahrain: Ministry of Education, Directorate of Curricula, 1989
- Computer curriculum project for secondary education / Fatima Al-Balooshi .- Bahrain: Ministry of Education, Directorate of Curricula, 1994
- Final reports of first, second, third and fourth secondary school teacher training courses on using

computers (held in Bahrain 1990, 1991, 1994, 1995 respectively)

Source(s) [60] : Publications above;
Directorate of Curricula and Directorate of Training - Ministry of Education (written information)

Filled by [59] Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

TEACHING METHODS

EDUCATIONAL INNOVATIONS IN BAHRAIN

The Introduction of New Teaching-Learning Strategies

Project title/field [30]	:	**The Introduction of New Teaching-Learning Strategies**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Methods
Responsible body(ies) [05]	:	Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Director Of Curricula - Ministry of Education, P.O.Box 43, Manama -Bahrain Tel 243378 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 60,000 (US $ 158,730)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists; principals; teachers
Starting date [9]	:	1988/89
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Primary school students; intermediate school students secondary school students
Information on learners [47]	:	108606 students at all levels (54319 boys and 54287 girls)
Activities [95]	:	The Ministry of Education has held symposia, conferences and training workshops on the new teaching-learning methods participated by specialists in various educational fields; prepared research, translations and abstracts related to the teaching methods to enrich the crrriculum topics; and established learning resources centres to pratice activities related to learning and teaching process.

Background [52] : The Ministry of Education has introuduced new teaching-learning strategies to cope with the development of educational system and structure in Bahrain such as the credit hours system and class-teacher system . The educational direction towards introducing developed and new educational methods such as training on using problem solving methods, interrelating the curriculum with environment and adopting scientific thinking principles, all are aimed at treating the weakness factors in the educational system represented by low academic level of some students, failure and droupot phenomena among low achievers. Teaching-learning strategies focus on the following aspects : a) enhancement of research and investigation processes, and developmet of scientific thinking methods; b) search for knowledge from various resources; and c) enhancement of self-learning principle by helping learners to develop themselves to be able to continue their study outside the school by their self-efforts all around their life cycles.

Objectives [51] : a) To make students aware of and solve problem they might faced during learning proecess and accustom them to acquire knowledge by self-effort; b) to organize and offer the students with learning tasks in a form that will help them to learn more effectively; and c) to utilize educational efficienies and available resources in schools.

Description [34] : Teachers prepares detailed plan on using innovative methods, usually based on dividing the sylllabus into small units, defining their objectives, designing intensive learning activities and preparing diagnostic/formative tests followed by diagnostic/summative tests. Each schools is using certain methods such as self-learning according to the available resources.

Plans for going to scale [43] : There is no clear policy or generalization plan in this respect , but each school carries out the appropriate strategies individually , supported by the educational administration .

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by providing all its requirements.

Publicizing/promotion [54] : The project is publicized by informing students about the new methods, and holding teacher training courses and conference to acquaint them with the suggested methods.

Impact [53] : The new methods were accepted by teachers who took the initiative of implmenting these methods, and by students who show enthusiasm towards learning .

Evaluation [44] : The new mothods are evaluated internally within schools , so that results differ from on site to another depend on the type of students benefting from the available learning methods.

Weakness / risk factors [45] : a) Learning is limited within specific period of time in order to complete the syllabus which prevent the accomplishment of required development; b) limited experience of some teachers in developed curriculum, hanging on traditional teaching methods based on considering information rather than skills; c) overcrowded classrooms which prevent teacher effectiveness in implementing the activities based on self-learning principle.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Curriculum; self-learning; cooperative learning; mastery learning; formative evaluation; scientific thinking; problem solving; individual differences; individualized instruction; group instruction; Bahrain

Bibliography [58] :

- Proceedings of the fifth educational annual conference: contemporary trends in teaching and learning (Bahrain 4-6 April 1989)
- Proceedings of the seventh educational annual conference: teacher role in creative thinking methods (Bahrain 22-24April 1991)
- Proceedings of the eighth educational annual conference: cooperative learning (Bahrain 18-20 May 1992).

Project publications [16] :

- Teaching-learning strategies project/Directorate of Curricula .- Bahrain: Ministry of Education, 1994
- General teacher guidebook to teaching-learning methods/Directorate of Curricula.- Bahrain: Minstry of Education, 1989

Source(s) [60] : Publications above;
Directorate of Curricula and Directorate of Intermediate and Secondary Education - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

TESTING AND EXAMINATIONS

EDUCATIONAL INNOVATIONS IN BAHRAIN

Automated Examination System for General Secondary Schools

Project title/field [30]	:	**Automated Examination System For General Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Tests ; technology
Responsible body(ies) [05]	:	Computer Section , Information and Documentation Centre - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Mr. Ezzudin Mohammad Idris Computer Section , Information and Documentation Centre - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 271254/259260 Fax 273656
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	BD 80,000 (US $ 211,640)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Project manager (1) ; programmers (3)
Starting date [9]	:	1991/92
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students; secondary school teachers ; secondary school principals .
Information on learners [47]	:	Around 6000 third grade secondary school students; 150 school administrators and teachers .
Activities [95]	:	The Ministry of Education has registred students according to their specializations; established examination seat numbers and codes for paper correction; recorded students' grades; calculated students' results; generated results, statisics,

certification and performance tables; and created cumulative data bases.

Background [52] : The Ministry of Education has developed an automated examination system to solve the problem of heavy workload of the examination procedures faced by schools, Control Committees and Examination Body represented in the manual effort within a limited time to generate students' results, in addition to the difficulty of reffering to the paper files in reproducing such copies.

Objectives [51] : To reduce the work load; to ease and speed the procedures; to upgrade the work effieciency, improve performance and increase accuracy; and to create automated historical fiels for students' performance .

Description [34] : The poject was launched by developing an automated system applied equally with the manual system in one Control Committee and then applied in all Committees instead of the manual system .

Plans for going to scale [43] : The project was genralized in 1991/92 in all secondary schools.

Policy commitment/support [46] : The government of Bahrain supports this project by providing all its financial , manpower and training requirements .

Publicizing/promotion [54] : The project has been made known to the public and intended audience through regular meetings with those who involved in the project, and through local press .

Impact [53] : The project was accepted by the school administration and teachers , it had positive effect on the speed and accuracy of generating students' results and certificatses; and it had an echo in some neighbouring countries such as Oman and UAE, delegations from those countries visited Bahrain to know more about

this project and utilize the system in their own work .

Evaluation [44] : The Comupter Section is evaluating the project continually . It has been shown that the project has achieved the desired objectives, so that it is implemented successfully.

Weakness / risk factors [45] : The project's cumulative data bases have not been used yet for research and analysis.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Student evaluation; examinations; automation; certification; data base; secondary schools; Bahrain

Bibliography [58] : -

Project publications [16]

- Automated examination system for secondary schools: control committees: User's manual (1) / Examination Body, Directorate of Intermediate and Secondary Education .- Bahrain Ministry of Education , 1992
- Automated examination system for secondary schools: control committees: User's manual (2) / Computer Section, Information and Documentation Centre .- Bahrain: Ministry of Education , 1993

Source(s) [60] : Computer Section / Information and Documentation Centre, Ministry of Education (Written Information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Student Evaluation System in Basic Schools

Project title/field [30]	:	**Student Evaluation System in Basic schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Testing
Responsible body(ies) [05]	:	Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Director Of Curricula - Ministry of Education, P.O.Box 43, Manama -Bahrain Tel 243378 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists; educatinal evaluation specialists
Starting date [9]	:	1995/96
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Primary school students; intermediate school students
Information on learners [47]	:	All the primary and intermediate school students (boys and girls) in Bahrain public schools.
Activities [95]	:	The Directorate of Curricula has organized intensive seminars attended by specialists in the field to disuss the implementation approaches; prepared a guideline for the system and is available for use by teachers; and prepared evaluation instruments.
Background [52]	:	The Directorate of Curricula has submitted this project to the Supreme Curriculum Commission. It was completed in 1994 as a project to be implemted in 1995/96. It emphasised on the mastery learning and

formative evaluation .

Objectives [51] : To create a qualitative teaching-learning transfer by introducing new evaluation and testing methods and instruments, considering the evaluation as a gateway to improve learning and achievement; to assess the achievement by mastery learning and formative evaluation; and to take care of superior and slow learners methodically and systematicly according to specified methods and instruments, and programmes based on formative evaluation and mastery learning.

Description [34] : The project consists of basic elements, namely, it is a developed educational evaluation based on continuous formative evaluation principles; accumulative record which gives a clear picture of all the student's personality; student evaluation record aims at providing sufficient information on student's develpment in a certain period of time; a diversified form to evaluate basic skills of each subject matter aiming at diagnosing and providing information on each student in real situations to be acquainted with the weakness-strength factors in performing these skills; diversified patterns of achievement tests based on competences; and cards to evaluate some pratical aspects and follow up students' behaviour while they are making experiments or preparing projects. The new evaluation system has stated that the school has full responsibility in making its students master all the basic competences of the syllabus in each cycle of basic school. At the end of each cycle, the Ministry will evaluate the students by setting evaluative-selective tests in different times to ensure the studens' mastery of knowledge.

The philosophy of formative evaluation shoulders teachers and school administration the responisbility of students evaluation by following the student's performance from time to time and counting on the best results he gained; while the philospohy of mastery learning based on non-promotion of students to higher grade unless they master certain theoretical

and practical skills in each subject matter.

In this concern, the Directorate of Curricula has prepared all the necessary evaluation instruments such as daiy follow-up card, basic skills list, accumulative records... etc. This system has led to extand the school day in primary and intermediate schools. The study plan will also be revised maintaing the number of hours so that there will be enough time to support a group of students and give the superiors some issues on problem-solving.

Plans for going to scale [43] : The Ministrial decree of 2nd September 1995 has stated that the new student evaluation system in basic schools should be tried in the first three grades of ten primary schools by 1995/96, all the experiment requirements shuld be provided, following-up the implementation and preparing periodical reports on the experiment results

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely and providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the press and holding meetings with those involved in it .

Impact [53] : Not shown yet

Evaluation [44] : Not done yet

Weakness / risk factors [45] : Not shown yet

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Formative evaluation; continuous evaluation; achievement tests; performance tests; aptitude tests; student achievement, student evaluation; internal assessment; academic achievement; educational

diagnosis; mastery learning; performance; summative evaluation; integrated skills; primary schools; intermediate schools; Bahrain .

Bibliography [58] : -

Project publications [16] :
- Ministerial decree No. 357/A.M/94 dated 19 December 1994 concerning the students evaluation system in basic schools.
- Ministrial decree No. 231/A.M/95 dated 2 September 1995 concerning trying the student evaluation system before generalization.
- Student evaluation in basic schools/ Directorate of Curricula.- Bahrain: Ministry of Education, [1994]
- Towards real student evaluation/ Ahmad Saidawi.- Bahrain: Ministry of Education, 1995 .

Source(s) [60] : Publications above; and
Directorate of Curricula - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Student Evaluation System in Secondary Schools

Project title/field [30]	:	**Student Evaluation System in Secondary Schools**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Testing
Responsible body(ies) [05]	:	Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Director of Curricula, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 243378 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Curricula specialists; educational evaluation specialists
Starting date [9]	:	1993/94
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school students
Information on learners [47]	:	All the secondary school students (boys and girls) in Bahrain public schools.
Activities [95]	:	The Ministry of Education has organized meetings, seminars and training workshops for the curricula specialists, secondary school principals and teachers, and those responsible for educational administration to discuss the system's items, its application and glossary definition; set up training courses for academic registrars and advisors in the schools; and prepared diagnosis lists for the student achievements.

Background [52] : The student evaluation system was developed to cope with the development of secondary education credit hours system. In the light of the modification of the credit hours system upon its evaluation in 1995, a revision of the student evaluation system also has been made in response to the Ministry of Educations's new trends and policy.

Objectives [51] : To introduce new testing methods in order to enhance the overall capacity of testing to improve students' mastery of learning; to keep the student out of the bad psychological feelings he might go through at the time of examination; to diagnose students' weakness and strength rather than the individual comparisons with their peers which could have negative effect on their academic achievement.

Description [34] : The new system is based on a) **Internal evaluation**: it is both teacher based evaluation (30% of overall score) and school based examination hold in mid-semester (20% of overall score); and b) **external evaluation**: it is unified examinations supervised by an expert panel set up by the Ministry of Education (50% of overall score)

Plans for going to scale [43] : The system was implemented gradually in all secondary schools.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education is supporting this project financially and morally.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press) as well as the Ministry's internal newsletters; and holding workshops and meetings with all those involved.

Impact [53] : The results of the project evaluation have shown some negative reactions which have been tackled later on.

Evaluation [44]	:	Project evaluation was carried out by the Directorate of Curricula
Weakness / risk factors [45]	:	Misunderstanding of the new system by some teachers and principals.
Replication from [56]	:	New world trends in educational evaluation
Replication to [57]	:	-
Keywords [13]	:	Formative evaluation; continuous evaluation; achievement tests; performance tests; student achievement; student evaluation; internal assessment; academic achievement; educational diagnosis; mastery learning; performance; summative evaluation; integrated skills; secondary schools; Bahrain.
Bibliography [58]	:	-
Project publications [16]	:	- Ministrial decree no. 147/44-1/90 dated 23 April 1990 concerning the student evaluation system in secondary schools. - Ministrial decree no. 5/14 - 6/39 dated 15 May 1990 concerning the implementation of the student evaluation system in secondary schools. - Ministrial decree no. 275-1/95 dated 25 January 1995 concerning the modification of some credit hours system items.
Source(s) [60]	:	Directorate of Curricula; and Directorate of Intermediate and Secondary Education - Ministry of Education (written information)
Filled by [59]	:	Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist Educational Documentation Section Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

TEACHER EDUCATION

EDUCATIONAL INNOVATIONS IN BAHRAIN

Kindergarten Development Unit

Project title/field [30]	:	**Kindergarten Development Unit**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teacher education; content
Responsible body(ies) [05]	:	Directorate of Private Education - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Director of Private Education, Ministry of Education - P.O.Box 43, Manama - Bahrain Tel 682563 / 685558
Co-operating body(ies) [55]	:	UNICEF Regional Office in Riyadh - Saudi Arabia AGFUND, P.O.Box 18371, Riyadh 11415, Saudi Arabia Tel (9661) 4416240 - 4416257 - 4413218 Fax (9661) 4412963
Funding (amount) [36]	:	BD 106,966 (US $ 282,980)
Funding (source) [35]	:	National budget for education; UNICEF; and AGFUND
Staffing [11]	:	Administrator (1); specialists (5); clerical workers (1) ; service workers (1)
Starting date [9]	:	1990/91
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Kindergarten children (of age 3 - 5 years old); preprimary teachers; preprimary administrators
Information on learners [47]	:	622 administrative and teaching staff in all kindergarten in Bahrain who did not get previous training on the application of self-learning method.

Activities [95] : Each training course is carried out through three phases namely, a) needs analysis by holding individual meeting with each trainee and watching her working with the children; b) course execution phase, lasts for two months, it is an intensive training on the curriculum application based on theoretical bases, watching children through a monitoring room and practical training; and c) follow-up phase, carried out by visiting trainees upon compilation of the training course, monitoring her on site and holding individual meeting with her to discuss the visit outcomes.

Background [52] : Due to the lack of an integrated-written curriculum for kindergarten to be used by teachers in various educational activities, and lack of specialized teachers in this level of education, the Ministry of Education has considered launching this project beleving in the importance of kindergarten in building the child personality to be able to continue the prospective schooling.

Objectives [51] : The Ministry of Education has set up short-range and long-range goals for this project as follows: **shor-range goals:** a) to establish a small training centre as a permanent and continuous educational laboratory for kindergarten teacher training; b) to adopt a curriculum agrees with the child development and characteristics in this stage and ensures the continuance of child experience's quality and background throughout preprimary and primary education; c) to create qualified Bahraini kindergarten teachers by providing them with training on applying the curriculum effectively; d) to establish a model kindergarten classroom includes a group of children of age 3 - 5 years old, provided with monitoring room for teachers and mothers to watch the children without affecting their natural activities; and e) to prepare private education staff to supervise, follow-up, support, and develop the training centre in line with the curriculum's educational principles. **Long-range goals:** a) to prepare children for primary

education; b) to promote kindergarten in Bahrain to be able to provide integrated educational service; c) to upgrade the social and financial status of kindergarten teachers which will affect their job stablility; d) to reduce the number of profit kindergarten gradually and encourage non-profit ones by classifying kindergarten teachers within the State job grades schedule; and e) to participate in profesionalization of educational staff within the Ministry's general policy framework.

Description [34] : This project reflects the academic - practical formula with distinguished educational view to develop kindergarten. It deals with three main issues as follows: a) self-learning methodology, it is a developed curriculum aims at unifying the intellectual background of all preprimary teachers; b) Kindergarten Development Unit, it is a kindergrarten teacher training and development centre attached by a kindergarten treated as an educational laboratory and permanent site for training. Each classroom is provided with monitoring room; and c) preparation of local trainees to be able to transfer their experiences to other teachers.

Plans for going to scale [43] : Since October 1993, the Directorate of Private Education has implemented the training plan. A group of trainees are attending the training course for two months continuously.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by providing an annual financial support as well as considering the establishment of a big building for this purpose to be able to train more teachers in one group.

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press)

Impact [53]	:	The programme has been accepted by most administrative and teaching staff in kindergarten. Those who attended the training programme show great interest and positive effect on the application of teaching methods.
Evaluation [44]	:	Not done yet
Weakness / risk factors [45]	:	Not shown yet
Replication from [56]	:	Kindergarten Training Centres (Riyadh and Jadda - Saudi Arabia)
Replication to [57]	:	-
Keywords [13]	:	Kindergarten; kindergarten curriculum; self-learning; Bahrain
Bibliography [58]	:	Kindergarten developed curriculum: self-learning / by Hala Hamad AlSamadi, Najwa Manla Marwa .- Saudi Arabia: General Headship of Girls Education, 1991
Project publications [16]	:	- Kindergarten Development Unit / Directorate of Private Education.- Bahrain: Ministry of Education, [199?] - Ministrial decree no 58 / 52 dated 18 March 1987 concerning the formation of kindergarten committee.
Source(s) [60]	:	Publications above; and Directorate of Private Education - Ministry of Education (written information)
Filled by [59]	:	Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist Educational Documentation Section Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Professionalization of Education

Project title/field [30]	:	**Professionalization of Education**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teacher education , content
Responsible body(ies) [05]	:	Directorate of Training - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama -Bahrain
Contact name/address [12]	:	Director of Training - Ministry of Education P.O.Box 43, Manama - Bahrain Tel 272882 Fax 254324
Co-operating body(ies) [55]	:	University of Bahrain
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Training specialists; curricula specialists; administrators
Starting date [9]	:	1988/89
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Teachers ; school administrators ; laboratory technicians ; paraprofessional ; learning resources specialists ; school librarians .
Information on learners [47]	:	All non qualified teaching and administrative staff in public schools .
Activities [95]	:	The Ministry Of Education has held symposia and teacher training workshops ; formed committees to study the academic and professinal status of teachers; and negotiated and cooperated with Bahrain University College of Education in identifying training needs.

Background [52] : The Ministry of Education's direction towards professionalization of education is based on intellectual , comprehensive and specialized study in addition to the assumption that teacher training period should be longer , and teachers should be provided with professional maturity and moral elements. The recruitment conditions for teaching profession have included that the candidate should hold a university degree or its equivalent. The Education Committee has also made a decision in 1985 regarding teacher promotion related qualification .

Objectives [51] : a) To develop teachers , principals and technicians professional and educational efficiencies; b) to provide teachers with minimum academic knowledge and teaching skills; c) to modify teacher status financially and morally in order to practice the appropriate professional and academic specialization according to the academic efficiency; d) to set up specific controls for teacher appointment.

Description [34] : In order to achieve the project objectives, the Ministry of Education has took two procedures, the first one was structural, represented by promoting the administrative organization responsible for teacher education and training; and the second one was executive represented by sending non-qualified teachers to read for bachalor of education degree at the University of Bahrain College of Education as well as organizing training programme for non-specialized teachers and principals to be educationally educated. The project is considered as an integrated programme aiming at achieving the concept and philosophy of professionalization of education, identifyng training needs, planning, executing, following-up and evaluating the activities; and applying continous teacher training system .

Plans for going to scale [43] : The Ministry of Education has committed itself to send a number of teachers to the University of Bahrain every year to get a graduate and post-

graduate qualifications following the Ministy policy in non-recruitment of non-qualified teachers .

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by supporting training programmes financially and morally to be able to make teaching profession as any other specialized profession .

Publicizing/promotion [54] : The project has been made known to the public and intended audience through the mass media (T.V., radio and press) and by organizing symposia, meetings and conferences continuously .

Impact [53] : The project has been accepted by teachers as it gave them an opportunity to be promoted and improved.

Evaluation [44] : Each training programme is evaluated seperately by conerned bodies.

Weakness / risk factors [45] : Not shown yet .

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Inservice teacher education; preservice teacher education; teacher effectiveness; teacher recruitment; teacher improvement; teacher promotion; teacher qualifications; teacher slection; teacher status; teachers; teacher colleges; Bahrain .

Bibliography [58] :

- Trends to teacher education reform / Ali Fakhro, Ahmad Saidawi **Risalat Ul-khaleej Al-Arabi**, vol 9 , no. 30 , 1989, pp 123 -140
- Teacher education in Bahrain : Preliminary study / Nakhla Wahba .- Bahrain : Ministry of Education, Educational Research and Development Centre, 1988
- Teacher Education Committee report.- Bahrain: Ministry of Education, 1989 .

- The Ministry's ideas about teacher education: paper presented to the first academic conference of the College of Education on the development of teacher education (Bahrain 16 - 18 May 1989) .
- School principal and professionalisation of education / Ahmad Sidawi .- Bahrain : Ministry of Education, Preparotry Committee for school administratin symposium, 1992
- National experinces in upgrading inservice teacher level to first graduate degree level: Bahrain experince / by Nakhla Wahba, (a study presented to the expert meeting in Amman 14-17/12/1992)

Project publications [16] : - Ministerial decree no. 117/64-1/1986 dated 5 March 1986 concerning the formation of a committee to improve teacher status.
- Ministerial decree no. 264/HA - 13/1994 dated 15 January 1994 concerning the educational training system .

Source(s) [60] : Publications above;
Direcotrate of Curricula; and Directorate of Intermediate and Secondary Education - Minsitry of Education (written information).

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

Group Continuous Training for Secondary School Science Teacher

Project title/field [30]	:	**Group Continuous Training of Secondary School Science Teachers**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teacher education; content
Responsible body(ies) [05]	:	Secondary School Science Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Secondary School Science, Directorate of Curricula - Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	University of Bahrain; Arabian Gulf University; and scientific bodies in various State's Ministries
Funding (amount) [36]	:	No specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists of science curricula; secondary school science teachers; science and education faculty; scienctists
Starting date [9]	:	1991
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Secondary school science teachers
Information on learners [47]	:	206 secondary school science teachers and senior teachers
Activities [95]	:	The Secondary School Science Section has organized weekly workshops for science teahcers.

Background [52] : As a result of the investigation carried out by the Secondary School Science Section on the situation of science teacher supervision, the analyses of supervision forms and reports, and the secondary school science innovations, it has considered the following: a) the urgent need for promoting the academic level of science teachers and correlating teaching with the society and scientific institutions in order to cope with the curriculum development and international trends in this matter; b) the individual supervision is a repitition and wastage of some efforts and energies; c) the systemetic and continuous group supervision is an effective means specially under the shortage of science specialists and heavy workload they are carrying; d) the absence of experiences exchancge among science teachers due to the lack of organized meeting and cooperation between each other leads to wastage of energies and unawaring of teacher distinguished experiences; e) the absence of continuous and systematic method and approach to prepare local scienctists lead to unawaring of teachers special abilities; f) some teachers insist on using their own traditional teaching methods and resist the efforts made to unify general teaching methods; and g) the implementation of the credit hours system and development of science curriculum, content and teaching methods have necessitated the need for teahcer training.

Objectives [51] : a) To promote the academic and educational level of secondary school science teachers; b) to update and enrich the scienctific subject matter and teachers' educational aspects; c) to inform teachers with the latest effective teaching methods; d) to present and discuss the difficulties faced by science teachers to find such ways to tackle them; e) to exchange experiences among science teachers; f) to link science with society; g) to utilize local environment resources in the teaching process; h) to unify and organize basic scientific concepts and working methods in science teahcing; i) to develop teacher

abilities in science; j) to prepare national science teachers; and k) to provide teachers with scientific publications and documents.

Description [34] : Science specialists at the Direcotrate of Curricula held meeting together at the beginning of each semester to discuss teacher training needs, and set up general guidelines for the programme. The programme is divided into theoretical lectures, practical workshops, field workshops in the local environment, sysmposia and conferences with the cooperation of Directorate of Training at the Ministry and some other scientific institutions. Training workshops are held in certain days for each subject matter (e.g chemistry, biology..etc.)

Plans for going to scale [43] : -

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this projcet by providing all its requirements.

Publicizing/promotion [54] : The project was publicized by disseminating the training programmes throughout the schools holding seminars, meetings and symposia and publishing an informative scientific newsletters.

Impact [53] : The project was accepted by teachers who show great interest in continuing training and participation in its development.

Evaluation [44] : Each training programme is evaluated seperately in a report. All the reports are collected in one comprehensive study indicating strength and weakness factors of the project and presenting prospective suggestions for development.

Weakness / risk factors [45] : a) Non-availability of well equiped laborator's for teacher training; b) non-availability of specific budget for the project; c) non-availabillity of transportation for the participants; and d) engagement of teachers in

other tasks.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Inservice teacher education; teacher supervision; teaching experience; science teahcers; Bahrain

Bibliography [58] : 105 enrichment papers, scienctific abstracts and 9 recorded cassets distributed to science teachers.

Project publications [16] : Group continuous training programme for secondary school science teachers: report of 1991 - 1994 / by Nazmi Khalil AbuAlata Moosa, Lulua AlKhalifa.- Bahrain: Ministry of Education, Directorate of Curricula, 1994

Source(s) [60] : Publications above; and
Secondary School Science Section , Direcotrate of Curricula - Minsitry of Education (written information).

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

Group Supervision of Basic School Mathematics Teachers

Project title/field [30]	:	**Group Supervision of Basic School Mathematics Teachers**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teacher counselling
Responsible body(ies) [05]	:	Basic School Mathematics Section / Directorate of Curricula - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Senior Specialist for Basic School Mathematics, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 244019 Fax 243472
Co-operating body(ies) [55]	:	Non
Funding (amount) [36]	:	No Specific figures
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Basic school mathematics specialists (8)
Starting date [9]	:	1993/94
Completion date [32]	:	Ongoing
Target group(s) [48]	:	Basic school mathematics teahers
Information on learners [47]	:	36 teachers (17 primary school teachers and 19 intermedidate school teachers)
Activities [95]	:	The Basic school Mathmatics Section staff has visited mathematics teachers classes; charged teachers to carry out individual and group activities; held workshops for both supervisors and teachers to discuss teacher activities and visits made by the supervisors; organized meetings with school principals; and prepared, supervised and analysed

student tests.

Background [52] : The academic achievement level of primary and intermediate school students in mathematics was lower than expected in some schools. This can be seen among boys more than girls. By following-up the normal educational supervision process (i.e. one supervisor for a number of schools), it has been shown that there are such causes behind this problem, some are related to school administration and others to teachers, students themselves or school environment in general. Therefore a case study was conducted dealt with the causes of students' weakness in mathematics, and this project is an outcome of the case study.

Objectives [51] : To investigate the causes of lower-achievement in mathematics and the approaches to tackle this problem by studying the situation of mathematics in primary and intermediate schools in order to develop it by means of developing the interactions and relationships network between school administratration and mathematics teachers; improving teachers' level and quality, improving students' level, motivation and abilities; and developing family-school relationship.

Description [34] : A number of schools that need more intensive follow-up were selected for this project. A work plan was set up by the supervision team which includes: a comprehensive survey of learning environment to get acquanted with the real learning environment in terms of teachers' performance level (concluded from class visits, tasks perfomance, discussion and participation); students' performance level (concluded from actual student observiation, teachers views, skill tests analysis, and students' interview); and interaction and relationship between school administration and mathematics teachers (concluded from school administration); and presenting an appropriate feedback based on teacher, student, and administration data analysis.

Plans for going to scale [43] : The project will be expanded in other shcools according to the success achieved in mathematics.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by providing all its requirements.

Publicizing/promotion [54] : The project has been made known to the intended audience by holding regular meetings with those involved in the project.

Impact [53] : Teachers attitudes towards supervision and the role of supervisors in developing teaching-learning process have been changed positively; and good relationships between teachers, principals and supervisors were built.

Evaluation [44] : Project evaluation was carried out by Basic School Mathematics Section at the Direcotrate of Curricula. The outcomes of this evaluation showed that there is change and improvement in teacher's performance and daily practices which affected the level of students achievement in a positive way. The supervisors have also got more experience in group work field and tackled the educational problems as a whole.

Weakness / risk factors [45] : The Supervision group needed more time to follow-up the experiment, and to be close to the schools to offer all the helps they can do.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Guidance programmes; teacher supervision; primary school mathematics; mathematics instruction; mathematics teachers supervision; Bahrain

Bibliography [58] : -

Project publications [16] : Report on the experimenting group supervision method / by Naheda AlKhayat .- Bahrain: Mininstry of Education, Directorate of Curricula, 1993

Source(s) [60] : Basic School Mathematics Section / Directorate of Curricula (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
Educational Documentation Section
Ministry of Education

EDUCATIONAL INNOVATIONS IN BAHRAIN

English Language Development Programme for English Teachers

Project title/field [30]	:	**English Language Development Programme for English Teachers**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Teacher education; content
Responsible body(ies) [05]	:	Directorate of Training - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Acting Senior Specialist for English Language Training, Directorate of Training, Ministry of Education, P.O.Box 43, Manama - Bahrain Tel 263366 Fax 254324
Co-operating body(ies) [55]	:	British Council, Bahrain
Funding (amount) [36]	:	BD 28,267 (US $ 74,780)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Specialists (3); teachers (1)
Starting date [9]	:	1994/95
Completion date [32]	:	Ongoing
Target group(s) [48]	:	English language teachers
Information on learners [47]	:	401 English teachers of all levels of education: primary, intermediate and scondary, except technical education. First Certificate of English (F.C.E.) programme was attended by 129 teachers and Cambridge Advanced English (C.A.E.) programme was attended by 36 teahcers during 1994/95
Activities [95]	:	The Directorate of Training has prepared a variety of teaching materials and held meetings with those involved in the implementation of both F.C.E. and C.A.E. programmes.

Background [52] : Following the Ministry of Education's direction in regard to upgrading the efficiency of graduate and non-graduate English teachers, the Directorate of Training has carried out English teacher training programme in 1986 to upgrade teachers' linguistic level. In 1992, the Ministry has decided that F.C.E. should be the minimum level requirements for those teachers, so that a training programme was started to include all those teachers to eventually reach F.C.E. level, the target of the course. And following the decision reached by the Education Committee in its meeting of 21/8/1994 to launch an advanced course in English for English teachers, based on the C.A.E., the Directorate of Training has drawn up a plan to this effect with a view to starting the course and implementing its requirements during 1994/95.

Objectives [51] : The language development programme has been designed with a view to upgrading English teachers level to advanced level by mastering reading and writing skills, understanding and analysing basic rules in English learning and developing linguistic acquistions in building English functional language.

Description [34] : The F.C.E. programme contains the study of a variety of texts and topics related to the programme level using support materials, it provides approximately 75 - 112 hours of training according to the trainees category. As regards assessment, it is based on continuous assessment of the work achieved through the course and on periodic and final testing. The C.A.E. programme contains the study of a number of texts using two textbooks. Other texts were selected from a variety of sources and supporting grammatical and linguistic texts with additional exercises. Participants are trained in many of the writing activities ranging from the simple sentence construction to the more sophisticated and complex free production. The syllabus covers writing various types of letters, reports and speech writing as well as analytical articles. The reading syllabus

consists of texts from a variety of authentic sources to enable the participants in the programme to develop their reading skills. The duration of study in the C.A.E. programme is 350 training hours divided into 35 primarily training hours and 315 basic training hours.

Plans for going to scale [43] : The programme will be generalized gradually to include all graduate and non-graduate English teachers.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project by providing all its requirments.

Publicizing/promotion [54] : The project has been publicized through local newspapers.

Impact [53] : Teachers were accepted the training programme by participating effectively in all class and extracurricula activities.

Evaluation [44] : The project is evaluated continuously and at the end of each academic year by submitting a report on the implementation of the programme to the officials at the Ministry.

Weakness / risk factors [45] : Abstention of some teachers to attend or perform extra curricula activities due to heavy workload.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Teacher education; inservice teacher education; teaching English as a second language; second language instruction; language skills; Bahrain

Bibliography [58] : -

Project publications [16]	:	- Final report of English language development programme for English teachers: F.C.E. level for the 1994/95 school year / by Fowzia Ali Ebrahim .- Bahrain: Ministry of Education, Direcortate of Training, 1995. - Final report of English language development programme for English teacher: C. A. E. level for the 1994/95 school year / by Fawzia Ali Ebrahim .- Bahrain: Ministry of Education, Directorate of Training, 1995
Source(s) [60]	:	Publications above; and Directorate of Training - Ministry of Education (written information)
Filled by [59]	:	Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist Educational Documentation Section Ministry of Education

EDUCATIONAL INNOVATIONS
IN BAHRAIN

LABORATORIES

EDUCATIONAL INNOVATIONS IN BAHRAIN

Improving School Scientific Laboratories

Project title/field [30]	:	**Improving School Scientific Labrotories**
Co-operating Countries [19]	:	Non
Area(s) of innovation [33]	:	Laboratories; methods
Responsible body(ies) [05]	:	Educational Technology Centre - Ministry of Education
Responsible body's address [06]	:	P.O.Box 43, Manama - Bahrain
Contact name/address [12]	:	Acting Head Of Educational Technology Centre, Ministry of Education, P..O.Box 43 - Manama - Bahrain Tel 320753 Fax 324287
Co-operating body(ies) [55]	:	Directorate of Civil Defence and Fire Service, Ministry of Interior
Funding (amount) [36]	:	BD 150,000 (US $ 396,000)
Funding (source) [35]	:	National budget for education
Staffing [11]	:	Science laboratories specialist (1); laboratory technicians (100)
Starting date [9]	:	1989/90
Completion date [32]	:	Ongoing
Target group(s) [48]	:	primaary school students; intermediate school students; secondary school students; laboratory technicians
Information on learners [47]	:	All the primary, intermediate and secondary school students (boys and girls) in Bahrain public schools as well as laboratory technicians in those schools.
Activities [95]	:	Renewing, improving and establishing laboratory buildings in ten schools every year; employing labratory manpower; and organizing training courses

for science laboratory technicians with the cooperation of some public and private sectors.

Background [52] : The development of science laboratories in school was derived from the development of science curricula and the introduction of both class-teacher and credit hours systems. Educational Technology Centre has visited many schools in 1987/88 to be acquainted with the situation of science laboratories as they are, identifying their problems, finding solutions and suggesting a developmental plan to make them able to carry out their role completely. As a result of these visits, a general report has been presented, included comments and recommenndations to improve these laboratories and establish new ones.

Objectives [51] : To improve, renew and establish science laboratories in order to cope with the rapid develoment in science teaching and curriculum development; and to train those involve in this field to acquire scientific bases and sound knowledge which make them understand and organize laboratory equipments and materials.

Description [34] : The project was launched in 1989/90 by establishing model science laboratories in some schools. In 1993/94, the number of schools with science labroatories reached to 62 schools of all levels (six in primary schools; 35 in intermediate schools and 21 in secondary schools). Three kinds of science laboratories were established in each secondary school (physics, chemistry and biology) supervised by qualified technicians. All those laboratories has complied with the standard specifications and architectural design convenient for new educational systems, so that laboratory experiments by small groups can be made. The project also includes establishing training programmes for technicians with the cooperation of Directorate of Training, Directorate of Civil Defence and Bahrain Red Crescent Society, aiming at making the technicians able to deal with laboratory procedures of chemical storage, laboratory

protection against fire and implementing first aid.

Plans for going to scale [43] : The Ministry of Education has set up a plan concerning old school buildings' repair and providing a laboratory in each school depending on the allocated budget for each year, seeking to cover all schools by year 2000. Training programmes is continuing.

Policy commitment/support [46] : The government of Bahrain represented by the Ministry of Education supports this project completely by providing all its requirments such as buildings, equipments, training programmes... etc.

Publicizing/promotion [54] : The project has been made known to the intended audience through daily newspapers, holding regular meetings with those who may concern and issuing informative bulletins, disseminated all over the schools

Impact [53] : Not shown yet

Evaluation [44] : Not done yet

Weakness / risk factors [45] : Lack of manpower in this field.

Replication from [56] : -

Replication to [57] : -

Keywords [13] : Science laboratories; science equipments; laboratory equipments; school buildigns; laboratory experiments; laboratory procedures; laboratory techniques; science experiments; primary schools; intermediate schoos; secondary schools; Bahrain.

Bibliography [58] : -

Project publications [16] : - A report on science laboratories in schools 1987/88/ by Taha AbdulAl AlSayed.- Bahrain: Ministry of Education, Educational Technology

Centre, [1988]

- A report on science laboratories in schools 1993/94/ Educational Technology Centre.- Bahrain: Ministry of Education, [1994]

Source(s) [60] : Publications above;
Educational Technology Centre; and Directorate of Training - Ministry of Education (written information)

Filled by [59] : Ms. Faiqa Saeed AlSaleh/ Senior Information Specialist
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